

The A.T.A. Magazine

Official Organ of the Alberta Teachers' Alliance

MAGISTRI NEQUE SERVI



Vol. I.

Edmonton, Alberta, January, 1921

No. 7

1921: ON GUARD.

Have you noticed in our press the recurrent reference to the so-called "*unrest*" amongst teachers?

Do you realize that this is a *gibe* at the efforts of teachers to *better*, through organization and organized publicity, their *professional* and their *economic status*?—a *flee* at the idea of teachers' emancipating themselves by *making teaching a profession*?

This attempt to *prejudice* the public against teachers' organizations bears the hall-mark of genuine *propaganda*; it has the *subtle implication* that, after the "*fitful fever*" of post-war economic conditions has passed, teachers will once again "*settle down*" to *moil*, *monotony*, and *low pay*.

Such ideas are possible only for those who have *misread*, or *seek to misread*, the whole *significance* of the teachers' movement.

The Canadian Federation of Teachers, and the *Provincial Organizations* which compose it, are all essentially *professional organizations*. Their aim is *better professional training*, *higher status*, and *greater public service*.

As individuals teachers are powerless; as organized bodies teachers have untold power of good.

For this new year the watch-word is: "*On Guard!*" While *guarding* our position we must *consolidate* our gains, and then—*Forward!*

Magistri neque Servi.

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The A. T. A. Magazine

MAGISTRI NEQUE SERVI

Official Organ of the Alberta Teachers' Alliance.
Published on the First of Each Month.

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**CASTOR SCHOOL BOARD
TABER SCHOOL BOARD
GLENWOOD CONSOLIDATED, No. 32.
LIMESTONE LAKE, No. 412, Star P. O.
TAIMI SCHOOL DISTRICT, No. 3076.
MORRIN SCHOOL BOARD**

Candidates selected for the above posts, who are members of the A. T. A., are earnestly requested to apply for information to

JOHN W. BARNETT,
General Secretary-Treasurer,
Alberta Teachers' Alliance,
10701 University Avenue, Edmonton.

"LEST WE FORGET"

A Very Important Resolution.

The following important resolution was passed at the last Executive meeting.

"That all Locals be urged to insist on obtaining the amended clause 5 in the contract between each and every one of their members and the School Board and that in the case of those who have already signed the Departmental Form of Contract without this alteration the teachers be urged to have the matter reconsidered if possible."

The following resolutions were heartily supported by the delegates at the last Annual General Meeting, and passed after careful deliberation: the attention of our members is therefore directed to them:

"That the Revised Salary Schedule of the Alberta Teachers' Alliance be the minimum that any Local or any teacher who is an A. T. A. member may accept in making a contract with any school board without permission from the Central Executive."

"That Locals be advised not to approach School Boards on any matter of great importance without first communicating with the General Secretary-Treasurer."

"That A. T. A. members be advised not to accept any form of contract other than the official form of the Alliance, and be it further resolved that teachers be advised not to sign such a contract in which any vital change has been made without the consent of the Provincial Executive."

PATRONIZE "A. T. A. MAGAZINE" ADVERTISERS.

At the last meeting of the Executive the General Secretary-Treasurer was authorized to appeal to our members to SUPPORT and PATRONIZE those who advertise in "The A. T. A. Magazine." Will members please mention our magazine when making purchases. We appeal to advertisers on the ground that there is such an esprit-de-corps on the part of our mem that they can rely upon A. T. A. members making purchases with them, in return for the support given to our magazine. See that you do your part.

NOMINATIONS FOR EXECUTIVE.

The Annual General Meeting is drawing near. Locals should now be forwarding the names of candidates for election on the Executive for the year 1921-22.

The following officers can be nominated by a majority vote of a local Alliance.

Candidates for nomination for the Presidency must be members of the present Executive.

President—The Province at large.

Vice-President—The Province at large.

Geographic Representatives:

1. Calgary—Calgary Local.
2. Edmonton—Edmonton Locals.
3. N. Alberta—Locals north of Red Deer and east of C. & E. Railway.
4. S.E. Alberta—Locals S. of C.P.R. line E. from Watseskiwin, E. of C.P.R. line S. to Calgary and E. to Medicine Hat.
5. S.W. Alberta—W. of C. & E. line S. from Red Deer. South from Calgary to border, including the Lethbridge area.

Locals are not sending to headquarters news items. Reports of Local A. T. A. meetings, and all other items of educational interest should be sent for publication in the A. T. A. Magazine. A few members are sending along articles which are much appreciated but the majority are leaving others to do the work. The magazine should be supplied with information from the whole Province. Do not allow the few in the cities to supply the matter for insertion. Please try and do your share of the work.

JOHN W. BARNETT,
General Secretary-Treasurer.

Resolutions for Next Annual General Meeting.

Local Executives and members of locals are requested to proceed immediately with the passing of resolutions for sending to Headquarters for the purpose of having them placed on the agenda of business for the Annual General Meeting.

This work has frequently been left until the closing weeks of the Alliance year, resulting in considerable overloading of local work when preparing for the A. G. M. Copies of all such resolutions sent to Headquarters will be published in "The A. T. A. Magazine,"

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SPECIAL

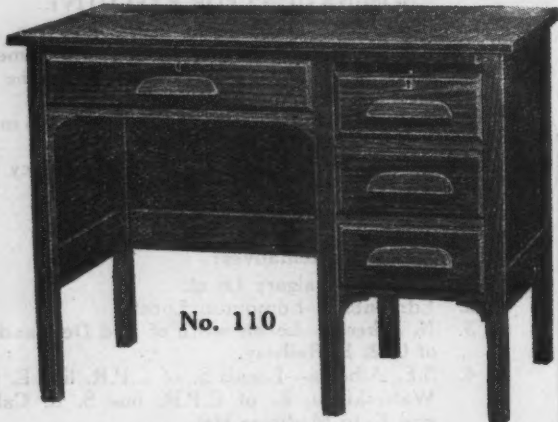
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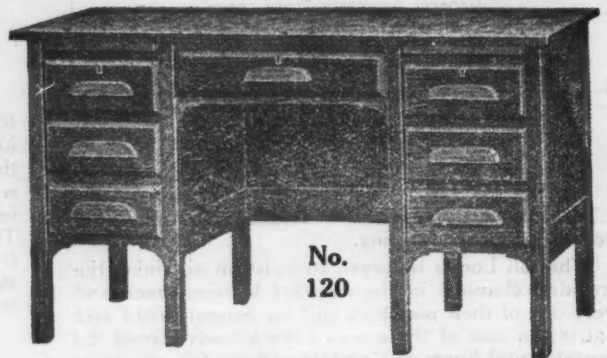
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so that members of the whole Provincial Alliance may have them under view for the remainder of the year.

"Whereas at present it is impossible for teachers to take a course leading to a University degree without attending lectures at the University, be it resolved: that the Edmonton Separate School Teachers' Alliance request the Alberta Teachers' Alliance to use its influence with the Minister of Education to provide an extramural University course which would enable such teachers to obtain a degree without actual attendance during the full term."—Edmonton Separate School.

"That rural school taxes be collected by municipalities, where such form of local government exists, irrespective of any desire to the contrary on the part of the rate-payers of the rural school district."—Chauvin.

"That the School Attendance Act be revised to compel children to attend school until they have passed grade eight, irrespective of age, unless mentally deficient."—Chauvin.

Salary Circles

No teacher ought to take a position where a confrere has left owing to the Board's refusing to pay as per the Alliance schedule. This is the ethics of the Ontario Salary Circle. Such Circles ought now to be formed in Alberta.

"FIRE PREVENTION COMPETITION."

We have frequently suggested to our readers that they patronize our advertisers but it has not been customary to refer to particular advertisements. However we make an exception in requesting that you refer to page 29 of the December issue. The novel idea of the Alberta Commissioner of instituting a Fire Prevention competition is practical, educative, and therefore worth of every support from Alberta teachers. The model essay published in this issue should be an incentive and guide for competitors in the essay competition.

SALARIES OF CALGARY MANUAL TRAINING TEACHERS

By CAPT. W. R. HERBERT, Calgary.

The following comparisons may be made between the salary of Manual Training teachers in Calgary and the salary of craftsmen.

Manual Training teachers start at \$160 a month for 10 months, or \$133.33 a month on a basis of twelve months. Craftsmen start at \$201.60 a month (\$1.05 per hour), while Manual Training teachers at maximum receive but \$184 a month on a basis of 12 months. Indeed, some craftsmen receive \$364 per month (\$14 a day).

Now Manual Training teachers, if competent to fill their positions, should be able to work at any one of several trades. The argument that the craftsman has periods of unemployment, which reduce his income, does not hold, since it is true only of the comparatively inefficient. The man who teaches Manual Training would be one of the most efficient in the shop, if not the actual foreman, and would be retained except in case of a shut-down, an unlikely contingency.

If only apprentices' wages be paid, craftsmen worthy of the name will not remain Manual Training teachers.

INSPECTORS BOYCE AND FIFE

By "BAR-U."

It was with much surprise and a wrench of pain that many teachers in Calgary and in Edmonton learned early last term of the demotion of Inspectors Boyce and Fife; and the protests of these teachers would seem to demand that some notice of the matter be taken in these columns.

Non-teachers commonly suppose that most men quit teaching from financial considerations alone. Those who are initiated, however, know that there are at least two other reasons, quite as important and both very generally overlooked. There is first, the endless and wearisome monotony of class teaching, and of the correcting of exercises and examination papers; and there is, second, the fact that but few teachers can serve acceptably after 45 years of age. In this latter respect we see at once a striking difference when we refer to the position of the average doctor or lawyer. The young barrister of twenty-five, for example, looks forward with complete assurance to the time when he will be bald, sixty, and a K.C. He knows full well that advancing years will but serve to foster his reputation and enlarge his clientele, bringing him dignity, standing in his profession, and an ample income. As to what becomes of the teacher emeritus, who knows? This is a question of which we have never heard the answer, though we may say that there was a tradition in the Foothill country that "old school teachers dry up and blow away." This uncertainty about his future weighs down the heart of any man who in his forties finds himself still in the class-room. Like the sword of Damocles it hangs over all his feasts; a grinning and ghastly spectre, it invades his midnight silences, freezing his hope with its susurrous mocking. But we divagate.

We do know, however, what happens to some of our older inspectors, as the following facts will show.

Mr. J. F. Boyce, B.A., came to Alberta in 1897 as assistant teacher in the Calgary High School. The school at that time consisted of two rooms only, D. P. McColl, the present Deputy Minister of Education for Saskatchewan, being the Principal. Two years later, when Mr. McColl was made Inspector of Schools from Moose Jaw to Laggan and from Lacombe to the United States boundary, Mr. Boyce was appointed Principal of the High and Public Schools of Calgary. In 1903 he was appointed Inspector for Central Alberta by the Territorial Government, and since that time he has been inspecting continuously save during the two years in which he was in charge of vocational training under the Soldiers' Commission. In August, 1919, he was transferred to the Calgary Inspectorate under definite assurance that his position in Calgary was to be permanent; but about the middle of September, 1920, he received notice of his removal to High River.

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sonified. His urbanity, his dignity, and his luminous presentation won the immediate respect and interest of both class and teacher. We, and many other former teachers of the Red Deer Inspectorate, will never forget his frank, kindly criticisms and words of encouragement. And now, after 15 years' service as inspector, and preferment to the inspectorship of a large city, he returns again to the country, thus completing the circuit.

Mr. J. A. Fife, B.A., M.Sc., a specialist in mathematics and science from the University of Toronto, was for 19 years science master in the Peterborough Collegiate Institute. On coming to Edmonton he taught for two and one-half years in the old High School with R. H. Johnson, B.A., now of the McDougall High School staff, Edmonton, and William Rea, M.A., then Principal, and now a member of the Edmonton School Board. In 1909 he was appointed to the Edmonton Inspectorate, which was then very large, stretching indefinitely to the north and west. He used to drive to Athabasca Landing, and to Eastcourt and Greencourt, 130 miles from Edmonton, and spent one whole summer inspecting in the Peace River country. What with fording streams, bottoming muskegs, and being devoured by mosquitoes, he has certainly seen active service and "roughed it" not a little. He was on the staff of the Calgary Normal School for the 1912 session, then but a four months' course; but with this exception he has been in the Edmonton Inspectorate ever since his appointment. At the beginning of last term, after the redistribution of inspectors, Mr. Fife was placed for a short time in the Edmonton Normal School. He was then put in charge of the Fort Saskatchewan Inspectorate.

Both Mr. Boyce and Mr. Fife are members of the executive of the Alberta School Inspectors' Association, Mr. Boyce having been President since its organization two years ago; and both were active in the move for better salaries last Easter. The *post hoc ergo propter hoc* argument is, we know, condemned as a fallacy in all text-books on logic. Still, in view of the foregoing facts, one finds it difficult to understand the degradation of two of the senior inspectors of the Province. If the A.T.A. stands by the principle of seniority it must recognize an injustice done to Messrs. Boyce and Fife.

LAISSEZ-FAIRE IN EDUCATION.

According to an American contemporary, Dr. Nichols, formerly professor of Physics at Yale University, and for six years President of Dartmouth College, has recently accepted an important business position in Cleveland. Last mid-summer Mr. J. M. Clindinnin Principal of the Edmonton Technical School, resigned his position to become manager for an Edmonton manufacturer at a much larger salary. An almost negligible percentage of the men taking the Arts course

in our Canadian universities are training for the work of teaching. Yet no one will deny that university men are absolutely indispensable in any system of education deserving of the name. It is the great function of our universities to equip the youth of our land with ideals of truth and conduct, and to furnish with standards of value our future leaders. And how great is our need of properly trained leaders! From the results of tests made for the American Army it is estimated that from 42 per cent. to 48 per cent. of the American citizenry is below average intelligence. What the figures would be for Canada, we cannot, of course, say but we are safe in the inference that a large proportion of our Canadian people are mentally incapable of choosing their leaders: they must therefore follow the leaders that are given them. Surely, then, the undermanning of our schools and the low status of our teaching body is a grave national peril, and our flagrant, almost pathetic, indifference to this condition a sufficient indication that the *laissez-faire* principle of our educational system has broken down, and no longer functions.

DEMOCRACY IN EDUCATION: THE BURNHAM SCALES

Canadian who believe in democracy in education must note with deep satisfaction the constitution of the Burnham Committees in the Old Land,—the fountain-head of democracy. Acting at the request of the President of the Board of Education, the Rt. Hon. Dr. H. A. L. Fisher, the Chairman of the Committees, Viscount Burnham, convened representatives of the teachers' organizations and of the employing educational authorities or school boards, as we should say, *in equal numbers*. The teachers' panel of the Burnham Primary Committee consisted of representatives of the National Union of Teachers alone; that of the Secondary Committee consisted of representatives of the N. U. T., together with representatives of four other associations of secondary school teachers, the panel thus numbering 26 members in all. The reports of these committees are national in scope, aiming "to secure, by agreement, on a national basis, the orderly and progressive solution of the salary problem." In addition to the scales formulated the reports provide and propose machinery for bringing the scales into operation, an important feature of which is the Committee of Reference, consisting of *an educational authority panel of 10 members and a teachers' panel of 10 members*, to which shall stand referred any matter relating to the interpretation of the reports and operation of the scales. Both reports were *unanimously recommended by both panels* of the respective committees, and Dr. Fisher congratulated Viscount Burnham on the unanimity of spirit displayed by the Secondary Committee, where the matter of agreement was very difficult owing to the diversity of interests involved. British teachers, therefore, in achieving equality of representation on boards which fix their remuneration, have achieved something which their Canadian confreres have every right to ask for and to expect.

Fire Prevention COMPETITION



Fire Prevention COMPETITION

One Hundred Dollars in Prizes

"The Menace of Fire"

By Henry F. Howe, Cohasset, Massachusetts. (Winner of a gold medal on "Fire Prevention".)

THE subject of fire prevention is one of vital importance in our country today. The increasing number of lives lost each year as a result of carelessness in the use of fire is causing great alarm to those who are acquainted with the situation. For this reason it is very important that we learn how to overcome this waste.

One of the best appreciated fire menaces commonly occurring is the perilously nonfireproof character of modern building construction. Large buildings of the wooden frame variety are constantly erected regardless of their safety from fire, notwithstanding the fact that brick structures are less expensive in the end. In like manner, people persist in covering their roofs with wooden shingles—traps to catch every flying spark—when slate and asbestos are safer and more permanent. Some cities have taken measures to enforce fireproof construction, but the movement should be universal, and the first procedure should be to instruct the people in the need of sane building laws so that they will be prepared to co-operate in the effort.

Watch Your Heating Plant.

Faulty heating and lighting systems again seem to demonstrate that carelessness is a characteristic human trait. Every householder should be impressed with the importance of inspecting his entire heating apparatus each Fall. Decrepit chimneys, badly protected fireplaces, and over-heated stoves annually collect their toll in disastrous fires, of which nearly all are preventable. Likewise, defective lighting systems are responsible for the destruction each year of thousands of dollars' worth of property and many lives. Candles and tapers had better be left out of the home, as the danger involved far outbalances any pleasure or novelty experienced by their use.

Rubbish of various kinds accumulated in cellars and attics constantly invites fire. The most efficacious method for its disposal is to burn it in some sort of receptacle which does not permit incendiary papers to fly about. Hot ashes are also an ever present peril. They should always be kept in metal hods away from combustible materials. Oily rags and waste should be placed in covered metal con-

tainers until they can be burned, as spontaneous combustion of such oil-soaked fabrics is a common cause of fire.

Gasoline is a constant peril in garages, but the continual observance of habits of care in combination with intelligent understanding of the explosiveness of its fumes should suffice to reduce catastrophes from this source to a minimum.

Educate the Smokers.

Statistics show that a large proportion of our fires originate in the careless use of matches, particularly of the "strike anywhere" variety.

The tobacco habit is the cause of many fires in our country. Here the only prevention is education of the smokers in the value of careful habits.

Campfires and bonfires are to blame for numerous fires, and are alike as far as the cause, heedlessness, is concerned. Educational measures, re-enforced by legislation making every man responsible for his actions in handling fire, would do much to alleviate danger of this kind.

It may be permissible to say a word here on fire protection. It is an axiom that most fires are small at the start and therefore provision for extinguishing small fires is the next best action to preventing all fires. Extinguishers, sprinkler systems, or other protective apparatus, should be a part of the equipment of every building, however small.

Carelessness the Chief Destroyer.

In reviewing the causes of our fires, we found carelessness the chief agent of destruction. Properly enforced legislation might be called the best antidote for carelessness, but in a democracy such as ours, no ruling can become a law until it has the support of the majority. Therefore, the argument again points to progressive education of the public in the dangers of fire waste, and education should be, in general, the basis of your attempt to decrease loss through fire.

Let us thus save the thousands of dollars annually paid by the taxpayer toward the upkeep of city fire departments, and at the same time perpetuate Theodore Roosevelt's policy of conservation of our natural resources.

For further particulars see advertisement in December number—"The A. T. A. Magazine" or write direct to—

HON. C. R. MITCHELL,
Provincial Treasurer.

W. M. SELLER,
Deputy Fire Commissioner.
Parliament Buildings, Edmonton, Alberta.

NOTES ON THE BURNHAM SECONDARY SCALE

"They (the teachers of Great Britain) have secured a *national salary scale* for all schools maintained, or aided in salary, by local education authorities; and this must react favorably upon schools outside that category. They have obtained a principle for which they have long striven, *the right to count all previous satisfactory service when position on a scale is fixed. Increments, except when service has been proved to be unsatisfactory, will be automatic, and the deeply hated 'bar' disappears.*"

—The Journal of Education, London, Eng.

This principle of "due allowance for past experience," and the companion principle of "proper placing on the schedule" are emphasized in the A.T.A. revised salary schedule for 1921, and A.T.A. members are advised to make them the basis of their salary negotiations.

* * *

A moot point in connection with the framing of the A.T.A. provincial schedule has been the relative remuneration for teachers in public schools and in high schools. The Burnham reports have formulated a scale considerably higher for secondary school teachers than for primary school teachers, and the ranks of the N.U.T. are divided on this very question. Says "The Schoolmaster," the official organ of the N.U.T.:

"The Report will come under a cross-fire; while secondary school teachers may be inclined to say that the scales are not high enough, primary school teachers may be inclined to say that the primary school scales should be as high. We hardly suppose that any member of the Union holds that the secondary scales should have been lowered to lessen the difference. We hope that few members of the Union will be so rash as to declare that unless the Standard Scales can be made equal to the secondary schools scales the Primary Burnham Standard Scale Report should be rejected. *In the two secondary scales a mark has been set up for other scales to move up to; and this applies to the two scales instead of three.*"

That is the point: a forward move by one section of the teaching body makes easier the advance of the others. It must not be forgotten, moreover, that in Alberta our secondary schools furnish academic training to a large number of our primary school teachers; and that a much larger percentage of our secondary school teachers than of our primary school teachers are making teaching a life work. In his letter of acceptance of the Burnham Secondary Report, Dr. Fisher stresses the importance of secondary schools in these terms:

"I am in entire agreement with you in your insistence on the vital importance of securing conditions of service which will attract and retain highly qualified teachers for the Secondary Schools. It is impossible to over-state the importance of Secondary Schools in the public system of education, and the more numerous and the more accessible they become the greater will be the demand for the services of teachers not only competent but distinguished."

* * *

Would it not be possible and advisable for the Executive of the Canadian Federation of Teachers to take

up the question of appointing a Standing Joint Committee for the Dominion on the lines of the Burnham Committees, embodying the principle of equality of representation, and making provision for a Board of Reference? Cannot education be made national in Canada? Surely local conditions in different parts of Canada are not more varied than in England or the United States. And after all, our constitution in its present form is not a perpetuity.

* * *

The operation of the Burnham Secondary Scale is not *per saltum*, but by means of the "carry-over" principle. This means that the increases called for under a correct position on the scale are not payable in full at the time the scale goes into effect. Half the amounts of increase are so payable, but the remainder is carried over, half being payable in *one* year and half in *two* years from that time. This arrangement gives school boards a chance to prepare for the inevitable, and suggests a way by which the new A.T.A. revised schedule might be made more attractive in its upper reaches. *Tempus mordax rerum!*

NOTES AND COMMENT

A subscriber suggests that A.T.A. members, after reading "the Mag," should mail it to some prominent member of their local school board. "By so doing," he states, "you will enable the Magazine to give double service; and school boards will in time learn to respect and rely upon this little whisper from the "inner circle" to such an extent that they will consider it a necessary evil, *like its originators, and subscribe.*"

We are always glad to render service.

* * *

The progressive policy of the school board at Wayne, Alta., should win the enthusiastic commendation of every Alberta teacher. The Wayne school was taken in charge last January by Mr. and Mrs. J. W. Bruce. Their salaries were respectively \$100 and \$90 per month per ordinance, and in addition they were given the free use of a three-room furnished cottage, with coal and electric light free. On April 1st their salaries were advanced \$30 and \$20 a month respectively, and on September 1st Mr. Bruce received a further advance of \$50 a month. This spring their school cottage will be enlarged by the addition of two rooms, and a furnace will be installed. The Wayne Trustees and their Secretary-Treasurer, Mr. Ernest Powell, believe in advancement in all lines of school work, and by their treatment of Mr. and Mrs. Bruce have anticipated the movement for larger salary.

Mr. Bruce is a graduate in Honor Classics of Manitoba University, and has recently received the degree of Ph.D. from the Lincoln-Jefferson University of Chicago. His course was taken extra-murally, and suggests a way by which a teacher who, for financial or other reasons, is unable to quit his post, may obtain higher academic qualifications. The President of the University is Dr. J. F. B. Walker, of La Porte, Indiana.



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"Speaking before a convention of the West Lanark school teachers, Hon. R. H. Grant, minister of education for Ontario, declared that he was working for a minimum salary of \$2,000 per annum for school teachers. This, he declared, was the minimum amount which would satisfy him."—Toronto Globe.

This sounds strange to the ears of teachers in Alberta, where the Provincial Legislature at the last session voted down a resolution in favor of raising the minimum salary for teachers from \$840 to \$1,000 per annum. Verily, it advantageth a man more to "mind trains" than to "train minds."

* * *

The series of High School debates arranged by the Extension Department of the University of Alberta will no doubt serve to arouse public interest in the question of the school curriculum. Many non-teachers, and some teachers as well, indulge at times in much loose and ill-informed talk about the curriculum. Long have our students been railing at the deficiencies of the High School course: it has been a sort of windmill for adolescent minds to tilt at. But they find it none too easy to attack the curriculum in formal debate, for a serious discussion of the curriculum presupposes a scientific knowledge of the aims and principles of education, and requires the solution of several problems in psychology which are as yet only vaguely understood even by educationists themselves. In the meantime, it will be an excellent thing if the idea gains ground that not everybody is competent to meddle with the school curriculum.

* * *

We are informed that the Medicine Hat News refused to publish the address which Mr. Chas. E. Peasley, Vice-President of the A.T.A. and President of the Medicine Hat Teachers' Association, delivered before their fall convention. Those who know Mr. Peasley's reputation for clean sportsmanship, efficient teaching, and sound common sense, know that anything he might have to say to either the teachers or the citizens of Medicine Hat is well worth reading. And why should not the same courtesy be extended to the President of a Teachers' organization as to the President of a Medical Association, or of the Bar Association? On its merits from the standpoint of service alone, the teachers' organization is entitled to quite as much publicity as the organization of any other body of workers, professional or industrial.

THE BURNHAM SECONDARY REPORT.

The Burnham Committee is made up of 22 representatives from the employing Educational Authorities and 22 representatives from the teachers' organizations, with Lord Burnham, a member of neither party, as Chairman.

The Secondary Schools Committee consisted of 52 members, comprising an equal number from the employing authorities (County Councils' Association, Municipal Corporations' Association, Association of Education Committees, London County Council) and the Teachers' Associations (Incorporated Association of Headmasters, Incorporated Association of Headmistresses, Incorporated Association of Assistant Masters, Incorporated Association of Assistant Mistresses, National Union of Teachers). The committee was appointed by the Rt. Hon. Mr. Fisher, President of the Board of Education, in May, 1920.

"The object was to secure by agreement on a national basis the orderly and progressive solution of the salary problem in secondary schools." After many meetings the joint committee of trustees and teachers has presented a unanimous report on the reasonable and proper salaries to be paid by these authorities to their teachers. The report is presented without a single reservation or qualifying memorandum so familiar in such reports. Such a report is striking testimony to the British spirit of fair play. Each side came speedily to recognize the good faith of the other, and every proposition was examined keenly and critically on its merits. "Underlying all the discussion was the knowledge of one common aim: the welfare of the schools and the children in them."

The salaries for London will be of most interest to Canadian teachers, as they more nearly correspond to our scales than those adopted for England and Wales outside of London.

		Annual	
Assistants	Minimum.	Increase.	Maximum.
Graduates:			
Men	£290	£15	£550
Women	£275	£15	£410
Non-graduates:			
Men	£210	£12.10	£450
Women	£197.10	£12.10	£360

Additions to the Scale:

(a) First-class honors degree or successful post-graduation work, to the minimum £25, to the maximum £50.

(b) One year's post-graduate training in teaching or similar qualifications, £20 to the minimum.

(c) Non-graduate teachers with three year's training, £12.10 to minimum.

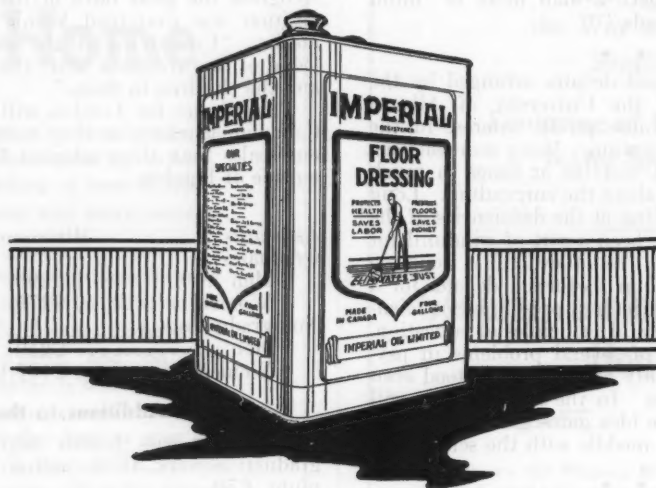
There is a further provision that long service non-graduate teachers whose work has been of a meritorious character may be placed on the graduate scale.

One of the most important parts of the report is that each teacher shall be brought to his correct position on the salary schedule. That is to say, the salary of every teacher shall be considered as beginning September 1, 1920, with the minimum of his or her class, plus the number of annual increments that correspond to his years of service.

For example, a graduate male assistant who began to teach in 1910 would find his salary to be £290 plus £150 (10 annual increments of £15 each), or £440. The basis of service is: (a) Each year in a recognized secondary or elementary school; (b) each year of service with the forces of the Crown during the war. The fairness and the simplicity of this plan—the basis of the Burnham report on elementary schools—must commend it to everyone.

A further and most valuable feature of this report is the provision for a Committee of Reference, consisting of 10 members nominated by the representatives of the local Educational Authorities on the committee and 10 members nominated by representatives of the teachers, with the Honorary Secretaries, ex-officio, and Viscount Burnham as Chairman. To this Committee of Reference shall be sent any matter brought forward by a Local Education Authority or by any Teachers' Association relating to the interpretation of the provisions of this report.

One further clause in the report is of great practical importance, viz., that relating to the payment of the increases that will at once accrue under these new



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schedules. The committee was unanimous in finding that these increases would be too great to be met in 1920-21, especially as such heavy increases for education have been incurred throughout England during the past two years. The increase for each teacher is, therefore, to be divided into three parts: (a) Half the amount, and this to be paid at once on the adoption of the scale; (b) one-quarter of the amount, and this to be paid one year from the date of the first payment; (c) the remaining quarter, and this to be paid two years from the date of the first payment.

The report has been accepted by the Local Education Authorities, for their representatives had full power to bind them. The teachers associations have yet to vote on the acceptance or rejection of the report, and their decision will be awaited with considerable suspense, as it will be a vote of the highest importance to secondary school teachers, not only in England, but throughout Great Britain and Ireland; in fact, throughout the whole British Empire.—Toronto Globe.

A Joint Council in Scotland.

There has been set up recently in Scotland a Joint Council of fourteen members, the teachers' organizations and the education authorities each furnishing seven representatives. The purpose of the Council is to "consider all matters which affect the conditions of service of the teaching staffs throughout the country, and to promote effective co-operation between the education authorities and the teaching profession."

RESOLUTIONS RE THE NEW AGREEMENT FORM

Lethbridge

528 8th Street S., Lethbridge, Oct. 1st, 1920.

John W. Barnett, Esq., Edmonton.

My Dear Mr. Barnett,—At a special meeting of the Lethbridge Local Alliance, held September 25th, the following resolution was carried unanimously:

"Resolved, that this meeting of the Lethbridge Teachers' Alliance condemn the Department of Education for delay in issuing a new form of agreement, and for failing to embody in the new form of agreement the several points mutually agreed upon by the Department of Education, and the Alberta Teachers' Alliance, as tending to destroy the confidence existing between the Department of Education and the teaching profession.

I am enclosing the applications of the Lethbridge teachers for the A. T. A. Magazine.

Yours truly,

JEAN S. JACKSON, Sec.,
Lethbridge Local Alliance.

Medicine Hat

"Whereas, the teachers of the Province of Alberta have long felt dissatisfaction with the old form of agreement issued by the Department of Education; and, whereas, the form of agreement submitted to the Department from the Alberta Teachers' Alliance has not been accepted in toto; and, whereas, the new agreement forms were issued late in September without consultation with or recognition of the Alberta Teachers'

Alliance; therefore, be it resolved that we, the Medicine Hat Local of the Alberta Teachers' Alliance, do hereby express our disapproval of the action of the Education Department, the grounds of our dissatisfaction being specifically:

"1. The sending out of the said agreements months late, and without submitting same to the Alberta Teachers' Alliance as promised.

"2. The inclusion of the 210-day clause, instead of the 200-day clause.

"3. The substitution of the word 'taxpayer,' instead of the word 'representative,' and,

"4. The omission of the cumulative sick pay clause."

MANITOBA TEACHERS' FEDERATION

Letter to the Teachers

Dear Teachers,—We have again entered on a teaching year which should be the most successful in the history of our work. We have secured profitable legislation, e.g., our board of reference. The salaries all over the Province have been greatly increased. One year ago we set a minimum of \$1,200 for second class teachers, and now Winnipeg and many other boards in the Province are about to pay this minimum. A great many have for some time been paying \$1,100 minimum; so we feel that much has been done in relieving the financial embarrassment of the teachers.

Now, the next move should be to elevate the status of our profession. And while the increase in salaries will aid much in this direction, it will not be sufficient. We must raise our standards by increasing the time spent in our normal courses, and also by insisting that our highest certificates in the future will be given only after years of training. In other words, we should endeavor to do for the teaching profession what the Medical Society did for medicine, and the Legal Society did for law, safeguarding their professions by insisting on higher standards.

But to accomplish the greatest amount possible for our profession we must be thoroughly organized. Every teacher should belong to the Federation. It is scarcely fair for a certain element to sit back while others are doing the work for them. This great task is not for a few, but for all. Hence I ask all to co-operate. See that you are doing your best to keep up a good live Local Association. Get together and discuss your problems; move resolutions and keep your executive well advised of your opinions. Do not think of the organization as merely something you can call upon in the hour of distress, but as a means of uplifting and bringing your profession to the level of others.

The next bulletin must contain the resolutions to be taken up at our December conference. Hence every Local should as soon as possible meet and pass resolutions which they wish discussed in December. These will be published and the delegates from each Local will receive instructions how to vote on them. Do not leave it all to the executive. Let every Local send up resolutions.

Yours sincerely,

H. W. HUNTLY,
President.



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ASSISTANTS—First Class Certificates and University Degrees—\$2000 to\$2900 in 6 years.

JUNIOR HIGH SCHOOLS

PRINCIPALS—\$150.00 per annum in addition to salary paid Senior High School Assistants.
ASSISTANTS—First Class Certificates and University Degrees—\$1800 to\$2400 in 6 years.
ASSISTANTS—First Class Certificates only—\$1700 to\$2300 in 6 years.

PUBLIC SCHOOLS

PRINCIPALS—16 to 20 Rooms Inclusive—First Class Certificates and University Degrees—\$2250 to \$3050 in 6 yrs.
First Class Certificates only—\$2050 to\$2850 in 6 years.
PRINCIPALS—12 to 15 Rooms Inclusive—First Class Certificates and University Degrees—\$2200 to \$3000 in 6 yrs.
PRINCIPALS—12 to 15 Rooms—First Class Certificates only—\$2000 to\$2800 in 6 years.
PRINCIPALS—8 to 11 Rooms Inclusive—First Class Certificates and University Degrees—\$2150 to \$2950 in 6 yrs.
First Class Certificates only—\$1950 to\$2750 in 6 years.
MALE ASSISTANTS—Schools of 12 Rooms and Over—First Class Certificates and University Degrees—\$1800 to\$2250 in 6 years.
First Class Certificates only—\$1650 to\$2150 in 6 years.
Second Class Certificates only—\$1650 to\$2100 in 6 years.
FEMALE VICE PRINCIPALS—\$250.00 per annum in addition to grade teachers' salary.
PRINCIPALS OF TEMPORARY SCHOOLS—Salary of a grade teacher plus \$75.00 per annum for each room over which they have supervision, their own room to be counted as one room; provided, however, that in the event of a teacher being Principal of a one-room school only, such one room shall count as two rooms when computing salary.
GRADE TEACHERS—First Class Certificates and University Degrees—\$1200 to\$1700 in 6 years.
First Class Certificates only—\$1200 to\$1600 in 6 years.
Second Class Certificates only—\$1200 to\$1500 in 6 years.
KINDERGARTEN TEACHERS—Paid on same basis as Grade teachers.
KINDERGARTEN ASSISTANTS—\$800 to\$900 in 2 years.

TECHNICAL SCHOOL

HEADMASTER—\$3000 to\$3500 in 5 years.
HEAD INSTRUCTORS IN WOOD SHOP, MACHINE SHOP AND SCIENCE DEPTS.—\$2150 to \$3050 in 6 years.
HOUSEHOLD ARTS AND ACADEMIC INSTRUCTORS—\$2000 to\$2900 in 6 years.

TEACHERS AND POLITICS

(By "ADAMANTUS")

The activity of the Edmonton Locals in the recent civic elections of the Capital city has elicited some unfavorable comment from the northern press. The question is no doubt debatable, and in the interest of real progress should be thoroughly canvassed. But there must also be much care taken to eliminate prejudice and misunderstanding, and to allow for the development of political ideas since the mid-Victorian era of "bourgeois liberalism." We propose to defend the position of the Edmonton Locals.

*What they actually did was, we are informed, simply this: they invited school board candidates to attend a joint meeting of the two Local Alliances, and to express their views on certain fundamental Alliance policies. The candidates then withdrew, and the teachers discussed amongst themselves the claim of the several candidates for support, whereupon it was resolved that certain of the candidates, in view of their statements of policy, and of their records as school board members, should receive the undivided support of both Locals.

It has been remarked that proportional representation would remove the *raison d'être* for this procedure. Possibly: but what is inherently wrong or unconstitutional in the procedure itself? The candidates came upon invitation to give the teachers certain information which, as citizens, they were entitled to have; and it was much more expedient, both for the teachers and for the candidates themselves, that this information be given at a teachers' gathering rather than at a number of public meetings, where there is much random and futile heckling with but little plain and direct statement of issues. And to argue even that all other groups have precisely the same right does not weaken the teachers' case: in fact, it is well known that some of the groups have long been following a practise similar to that of the Edmonton teachers.

Furthermore, it is but fair to state that teachers are concerned in school board politics to a greater extent even than is any other class of citizens. Both their professional and their economic interests are affected by the election of new board members. And yet at the same time there is an idea abroad that majorities have unlimited rights of coercion over minorities. So mechanical a view of democracy fails to take account of those concerns of a minority which are of more importance to that minority as a group than to any one outside of that group, or to any other group. Let us suppose that ten men decide by a majority vote of six to four, that they will take the property of the four and divide it amongst the six. This is majority rule, but it is not democracy. So too, if teachers as a group are more intimately concerned with educational policy than is any other group, they are entitled to have correspondingly greater protection for their professional and economic rights. From this point of view one can defend teacher representation on school boards, just as one can defend joint control of industry by employers and employees. In the old country, where the educational outlook is less parochial than in Canada, provisions was made in the Education Act of 1902 whereby teachers may be co-opted as members of educa-

tion authorities (school boards) without their having to run the gauntlet of an election. Teachers can thus protect the interests of their profession while at the same time safe-guarding the cause of education.

It will not be denied that in most civic elections the issues involved vitally affect the economic interests of teachers. A policy of economy so-called, generally means less expenditure for teachers' salaries; a policy of expansion and development usually results in greater outlay for everything *but* teachers' salaries. Now when we know that other economic groups exert a pressure throughout the whole political system of our country, we surely cannot condemn teachers for consulting their own interests in school board elections. The argument that "those who pay the piper should call the tune" lacks the very necessary ingredient of logic. For the tax-payers of a given community are the community itself, so far as the maintenance of schools is concerned. The principle of state education is the establishment and maintenance throughout the state of a uniform system of education and a standard quality of instruction; and the logical correlates of state education are standard scales of pay for instructors and an equalized burden of taxation. It can not be left to the tax-payers of individual districts to say how much or how little support will be given to education; for tax-payers having no children of school age would consider themselves under no obligation to support education.

Some argue that teachers, since they are public servants, should remain supine in politics. No one, however, will seriously contend that teachers ought not to have the full rights of citizenship. The question must therefore be whether or not it is wise for teachers to exercise to the full their franchise now since the political and the economic forces of the State are interacting, it seems likely that teachers will suffer less from the shock of opposing economic forces if they are themselves *active*, not *supine*. And certain it is that men and women capable of achieving an economic independence will keep far away from the teaching profession if teachers are to be placed in the ranks of the economically unfree. The choice is therefore between economic and political freedom for the teacher, and schools manned by weaklings and incompetents.

Finally, if teachers have the franchise as individuals why shouldn't they exercise their franchise collectively, and therefore effectively, as a group? If each of the 200 teachers of a city has a vote, why shouldn't the 200 teachers decide to give 200 votes to each of three school board candidates? There is certainly no constitutional impediment for such a proceeding. Constitutional government is organized government, and human society is organized society. The trend of development for modern society is in the direction of more intensive organization—organization by economic groups, some say, but always more organization. Only the lack of organization and of loyalty to their organization; only the futility of cross purposes, and the ignorance of inexperience; only the lack of mental alertness, and the misunderstanding of both politics and economics prevents teachers from attaining a higher status, and from exerting in the community that power which is rightfully theirs.

ADULT EDUCATION

BY ALEX. ROSS, M.L.A., Calgary.

The idea that grown people need education is now generally accepted, but very little effort is being made in Canada to supply that need.

Not only is the need apparent, but the desire has been expressed so often and in so many different ways that we wonder why educationists have so far failed to meet their responsibility. Probably it is not the fault of educationists. It may be the fault of those who are directing the educationists. It may be the fault of those who are directing the educational policy of Canada, but whoever is to blame there can be no mistaking the popular demand for adult education.

The desire for adults to secure that education which they were denied for economic or other reasons is not a passing fancy, but due to the realization of the value of education as applied to social progress. The motive which impels adults to seek education is partly the wish for fuller personal development and partly due to the desire to acquire knowledge to better enable them to understand social problems. The Master of Balliol College, in a very able pamphlet on adult education, claims that this social purpose principally inspires the desire for education amongst the working-class adults.

There is also a desire for technical education, and to some extent that desire has been met in Canada by grants to local authorities who endeavor to meet that demand. Local educational authorities have also been assisted in establishing evening classes, another very desirable phase of adult education. But no encouragement has been given to classes established for the purpose of rendering the working class better fitted for the responsibilities of membership in political, social and industrial institutions. The reason for this is obvious to those familiar with our educational system. There is no return from non-vocational education, but there is a return from vocational. To teach a boy to be a skilled carpenter or plumber would be a good investment from the employer's point of view, but to teach him the social relationship necessary to good citizenship is another question.

We do not appear to have a conscious aim in our educational system other than to see how cheaply we can prepare a boy or girl to contribute to some industrial process. We do not attempt to give the public school pupils an education that will enable them to understand at least some of the social processes at work in our somewhat complex social life. A child leaving our public schools at fifteen years of age is a mental anarchist impressed with but the one desire, to make money, quite unconscious of any social responsibility. The same criticism applies to the product of the High School and the University. It evidently takes a num-

ber of years of actual contact in the workshop, factory, mine, or store before the average person realizes the value of education.

I do not suggest that the appeal for a wider education is universal. There is still a great mass of public school products who make no response to the meagre opportunities now provided, but I do suggest that the desire could be cultivated best by an organized effort to meet the existing demands. In Great Britain the Trades Unions, the Universities, and the local educational authorities have made considerable progress in supplying the necessary educational facilities for adults. Such institutions as the London Working Men's College, Ruskin College, Oxford, and the Labor College in London, not only provide courses to fit working men for public responsibility, but also provide instruction for extra-mural students by means of correspondence in such subjects as industrial history and economics. The Labor College has also recently established classes in industrial districts for the teaching chiefly of social history and economics attended by about 3,000 students. There were 152 university classes with an enrolment of over three thousand pupils in 1914, and altogether 1,883 adult schools with a membership of 80,000. Adult education is not confined to industrial centres or urban districts where conditions are most favorable, but is spreading throughout the rural districts.

What can be accomplished in other countries can be accomplished in Canada. We must destroy the prevailing idea that education should cease when a child leaves the public school. Education must be regarded as a continuous process aimed at developing the human personality, as well as to assist the individual to understand the social complexities of our modern life. The economic obstacles to a more complete and wider education must be removed, our educational institutions must be remodelled to meet the new demand. Adults who have taken advantage of a second chance will be much more appreciative of the value of education than they are now, and that appreciation and knowledge will be reflected in our community and national life. How are we to reach practical results in this very important question? As I have indicated, the desire for adult education is everywhere present, and the need for it in our democracy is obvious. Reforms are generally brought about by well-directed and persistent demands by those who will reap the benefits from reform. Labor in its campaign for adult education looks to the teaching profession for that sympathy and co-operation necessary to establish its claim. I am glad to see that in Alberta the teachers have in recent years at their conventions indicated that they are becoming alive to an enlarged responsibility. It is, therefore, unnecessary for me to appeal to the Teaching Profession of Alberta to support Labor in its campaign. I know they realize that no other group or profession stands to gain more by adult education than the teachers, because an appreciation of the value of education must be common before the teachers' contribution to education can be thoroughly appreciated.

THE WHOLE STORY OF MANKIND

(By R. V. HOWARD, B.A., STRATHCONA HIGH SCHOOL, EDMONTON.)

Mr. H. G. Wells is a writer whose reputation has been assailed by superior persons. An eminent clergyman will say, with that subtle touch of disdain which marks the superior person, "Mr. Wells is a man who does his spiritual thinking aloud." This means that, in clerical opinion, a common man verges on indecency if he gives way to the impulse to think of the meaning of life. If he does this thinking in such a way that other people may be influenced they must be warned and subtly prejudiced against him lest they too go straying in the fields of spiritual thought. Then there is that superior person who is himself a bit of a sociologist or historian or whatnot and who regards Wells as a pseudo-intellectual fictionist. To such persons Wells seems rather dangerous or rather "mere," as Daisy Ashford would say a man whose writings are pernicious, or a man whose writings are without sufficient depth of culture to be effective. Ordinary people rather like Wells.

Wells began life as a teacher, being in that respect very like many of those great and noble souls in our land who have subsequently become politicians. However, Wells did not enter politics and, strange as it may seem to us in Canada, where the great of the land must be politicians or nothing, he has a slight prejudice towards those who engage in affairs of state, even going so far as to say that Gladstone was an ignorant man. His account of Gladstone is oddly in accord with that given by another egotist who did his thinking aloud, Henry Adams.

Turning to authorship, Wells produced among his early writings several scientific novels, the best of which, "The War in the Air," is a good example of imaginative scientific prophecy as opposed to the kind that is made by reading the Book of Revelation upside down and coming to the conclusion that the world will end on the first of April. Then Wells joined G. B. Shaw and the Webbs in the Fabian Society, which originated in the wake of the discussion of Henry George's Single Tax and gradually took on a Socialistic complexion. Wells was for the immediate conversion of the world to some kind of Socialism, but Fabian influences prevailed, and Wells went off on his own account and wrote some more novels with a saving-the-world flavor. He saw the war through as Mr. Britling, did some spiritual thinking in "The Soul of a Bishop," and "God, the Invisible King," some educational thinking in "Joan and Peter," and "The Undying Fire," and just before he went to Russia to see our friend Trotsky, he finished a History of the World in two volumes, published in Canada by Macmillan at what amounts to about two days' pay for a school teacher.

H. G. Wells is the outstanding writer of the day in more ways than one. He reflects in a remarkable way the interests of the period; and while making but little attempt at philosophic profundity, he is attracted by the great adventure of thought. He is an enthusiastic propagandist for the extension of education. One of his great virtues is that he has the teaching habit. From the artistic point of view this may be a defect, but the thing to note is that Wells gathers thought and distributes it in such a way that some minds, here and there, may come in contact with what he has thought, and either by virtue of the opposition he arouses or the

enthusiasms that he kindles, these minds are stimulated to effort for better or for worse. Such work is valuable.

In "The Outline of History"* there has been accomplished an enormous task. From secondary sources the author has dug out an account of life and of human beings on this planet from its earliest ages to the present time. He has done this with no small measure of success in these two volumes. "The Outline of History" was written for the ordinary citizen, but covers such a variety of human activities and interests that it must make an appeal of some kind to any one who reads it.

In his work Mr. Wells has had the advice and editorial help of such specialists as Mr. Earnest Barker, Sir Harry Johnston, Sir E. Ray Lankester, Professor Gilbert Murray, and the assistance and criticism of many other experts. The foot-notes added to note points of disagreement between the author and the authorities consulted add greatly to the value of the work and illuminate the point of view from which the History was written. Mr. Wells has not attempted to read into history meanings and theories which would seem far-fetched to the ordinary person unless one would call fantastic his insistence on the necessity for treating human history as a whole or his hypothesis that history consists generally in the story of the growth and development and overthrow of ideas. In his conclusion Mr. Wells points out the disastrous results that have come from the habits and instincts of man which lead him to forget that mankind is a unit and that contributions to the welfare of humanity and to the solution of problems of government, of economics, of religion and of thought have been and will continue to be made by men of all races.

This outline is a most valuable contribution to historical writing and however much one may disagree with minor or major points of interpretation, it must be recognized that this is the first successful attempt that has been made to write a History of the world which is something more than a collection of the histories of separate nations.

*THE OUTLINE OF HISTORY—By H. G. Wells: The Macmillan Company.

FORT WILLIAM TEACHERS WIN OUT.

Most of our readers probably know of the dispute between the Fort William Public School Teachers and their School Board over the question of Salary. The matter was referred to a Board of Arbitration, but the findings of this Board have not yet, we believe, been made public.

In the meantime the Fort William High School Teachers asked the Board for certain increases in salary, and a maximum of \$3,200 for High School Assistants. The Board refused to grant their requests, and they "walked out" in a body. There is a recent report that the Board now sees its way clear to grant their requests, and that they are going back on their own terms. The law of supply and demand, when not interfered with, seems to work pretty well.

OUR GALLERY OF PORTRAITS

George D. Misener, B.A., Principal of H. A. Gray Jr. High School, Edmonton, and Past President of the Alberta Teachers' Alliance, brings to education the experiences gained in two systems of schools and in two other professions.

Born in Norwich, Ontario, he inherited the name of one of the oldest Dutch families of New Jersey, while his grandmothers on both sides were from U. E. Loyalist families. His father at this time became associated with the group of musicians who were introducing the supervision of music into the schools of Boston and its suburbs and George D. can just remember being taken to the new home.

While in Massachusetts he attended the Grew School, Hyde Park, the East Walpole Grammar School, and



the Walpole High and Consolidated School. In Canada he attended the Leamington Public and High Schools.

Our subject, however, failed to develop much love for schools or courses of instruction at this time, and at the age of thirteen succeeded in getting the Ontario College of Pharmacy to accept his registration as a drug apprentice. This apprenticeship of four years was duly served in the drug stores of Leamington, Harrow, Windsor and Walkerville, and at its close Mr. Misener got the appointment of routine chemist for the Detroit Chemical Works, a position which he held for over three years.

Through his associations with the Methodist Church he was led to volunteer for western missions and was stationed at Calgary in 1906. He registered with the first class in the University of Alberta, graduating in Arts in 1912 and in Theology 1913. After acting as Registrar of Alberta College South for a short period he was sent by the church to open up a field in Peace River.

At the outbreak of the war he resigned from the ministry and offered himself for enlistment but was not

accepted as at that time only experienced soldiers were being taken. He then attended the Camrose Normal during the spring term of 1915.

Mr. Misener has taught in Rowley, and in the Alex. Taylor and the H. A. Gray Schools of the city of Edmonton. He has done post-graduate work in psychology and education in Alberta, Columbia and Toronto Universities, and has served on the executives of the A. E. A. and the Northern Alberta Teachers' Association.

In 1917 the A. E. A. entrusted Mr. Misener and Mr. C. E. Leppard of Calgary with the task of reviving the Teachers' Alliance, an organization which had enjoyed only an anaemic and moribund existence for several years. The tentative constitution had to be altered to include the idea of the representation of locals by delegates at the annual meetings. The following Easter found the organization much improved in health and vigor, and Mr. Misener was then elected its first president. Our present thriving organization, therefore, owes very much indeed to the vision, perseverance, and unflagging spirit of Mr. Misener. One of our prominent officers sums up this matter in these words. "If it hadn't been for George D. Misener there would to-day be no Alberta Teachers' Alliance."

George D. has also done much to foster the Parents-Teachers' Association movement in Edmonton. He has successfully organized such an Association in connection with the H. A. Gray School, the constitution of which, adopted from that of the Manhattan organization, has in turn served as a model for many similar organizations, both in the city of Edmonton and throughout the Province.

Mr. Misener is at present devoting his spare time to studies in educational psychology and experiments with word lists and vocabularies. He believes that teaching is a profession, and that A. T. A. members, since they form a professional guild, should keep themselves *au courant* with recent developments in the philosophy, science, and technique of their profession.

Compliments of the season, George!

READING NOTICE

It is interesting to know that in the private commercial schools in the United States teaching only one system of shorthand, that the Isaac Pitman Method is by far ahead of all others, the Graham-Pitman being second, the Byrne, Munson, Boyd and Gregg following in order. Official figures showing the systems taught in such schools will be found on page thirty-five of the Biennial Survey of Education for 1916-1918 issued from the United States Printing Office at Washington, D. C., during the month of October, 1920. "It will be seen" says the compiler of the above pamphlet, "that the Isaac Pitman system ranks highest in this score, with an average of 281 students of shorthand used in one-system schools. The Graham-Pitman shows an average of 219, the Munson an average of 173 and the Gregg an average of 164." A carefully prepared table also shows that there has been an increase of 12.9 per cent. in the Isaac Pitman System in the schools teaching this method. The facts given in the pamphlet are significant as showing the increasing popularity of the Isaac Pitman System. (Advt.)

W. M. DAVIDSON ADDRESSES CALGARY LOCAL

(T. E. A. S.)

The Calgary Local of the A. T. A. enjoyed an interesting address from W. M. Davidson, M.L.A., at their meeting Wednesday evening, November 3rd. Mr. Davidson spoke of our Canadian ideals, and more especially of the ideals that we foster in our own part of the Dominion. Older parts cherish their traditions and try to live up to them, but in our new land there has not yet been time to create a tradition. We have, however, our own ideals, and it is vital that we preserve them. In the face of the inevitable, rapid increase of population in this Province in the near future, our ability to preserve them is none too well assured. Estimating most conservatively, one can see that not many years are likely to elapse before our population will reach two millions. New land areas in the United States are exhausted, and in older parts land has gone up to three and four hundred dollars an acre. Our comparatively cheap land must therefore attract settlers in great numbers. Without belittling the ideals of the countries from which these settlers come, it is needless to say that they differ from ours, and the obligation rests upon us to see that newcomers are acquainted with our point of view and persuaded to accept and cherish the ideals that we cherish.

The great agency for accomplishing this must, of necessity, be our schools. In these chiefly, if not alone, have we any hope of success. These schools we must fill with competent teachers. But what do we find, not only in Alberta, but in other western provinces, and

elsewhere? Everywhere there is an acute shortage of teachers—a shortage probably running into the thousands in each of the western provinces. Departments of Education are doing something to meet the situation. By means of loans many are encouraged to take the Normal School courses, who would not otherwise do so. Much remains to be done, however, to bring high school and university education within reach of the great majority of our boys and girls, and it is very important that these advantages be brought within reach of those of small or moderate means.

Referring further to the teacher shortage, the unsatisfactory status of the profession and its lack of stability, Mr. Davidson regarded the Teachers' Alliance as the most potent agency at work in connection with the difficulty. He made the statement, not as a criticism of the Department of Education, as he explained, *that in the last four or five years the Teachers' Alliance has done more to stabilize the profession, raise its status, and put education upon a more satisfactory basis than all the Departments of Education in the Dominion of Canada have done in the last twenty-five years.*

The speaker wound up by urging the teachers to guard the standard of admission to the teaching profession, and to oppose strenuously any suggestion to lower the qualifications, or to revert to short term Normal courses.

Both in the Legislature and in the Morning Albertan Mr. Davidson has been a staunch supporter of the Teachers' Alliance.

FALSE EDUCATION

(By MRS. HAMER-JACKSON, EDMONTON)

The very interesting article written by Mr. L. Humphreys in the November issue of the A. T. A. should have had a question mark after its title. It would thereby have invited answers which would perhaps have given us the viewpoints of many other men and women who indeed realize the value of "essentials" in the physical, mental, and moral training of our children.

I am glad Mr. Humphreys put physical training first on his list. We need not go back for inspiration to the old well-worn motto of our ancient pedagogues who lived up to the golden rule: "mens sana in corpore sano;" our imperial leaders are showing us the way. Lloyd George in his wonderful speech on health, which should be made compulsory reading in every public school of the English speaking world, has warned us that the secret of national efficiency would be found in our care of the children's health.

We have, as pointed out by Mr. Humphreys, a splendid program of physical culture in our Canadian schools, but what percentage of them, rural or otherwise, have regular periods set out in their timetables for daily practice in physical training? Games as a substitute for physical culture, and as a real asset in physical development, are not here, as in England, made compulsory under supervision for all grades, and

the result of a complete lack of gymnastics of any kind, viewed with the eyes of those who know the value of deep breathing, limb-stretching and firm muscles, is appalling, especially where the youth of the country is concerned,—the boys and girls on the threshold of manhood and womanhood.

But apart from the splendid health-giving possibilities of physical training, is there not a moral side to be found in that subtle but undeniable influence which is created by the habit of obeying on the instant every word of command? My personal experience is that the daily drill is one of the greatest helps to class discipline, just as the recitation of the Lord's prayer in beginning the school day gives an enforced spirit of reverence which creates an atmosphere of higher aims and greater efforts.

On the question of moral training I do not entirely agree with Mr. Humphreys that no amount of textbook quotations or set school periods will outweigh the moral effects of bad examples and principles lived out by the parents or teachers. I think there is a great deal to be said about the high moral tone which can be successfully cultivated in a class of boys or girls whatever the home influences may be. Regardless of the fact that the school is the temple of modern ideas—perhaps indeed because of it—the pendulum has swung towards a reckless disregard of any moral training in

our educational system, leaving to the parents that share of the children's training, the most important of all, to create a moral standard on which can be built the citizenship of the nation.

How unfair such a system is when applied to a country like ours, —where aliens from all parts of the world come to us full of old superstitions, odd creeds, strange morals and racial prejudice, who need as much training towards our higher ideals *as the children need training in the knowledge of our national language.* We cannot, I admit, overstep the limits of discretion in regard to the home life of our pupils, but we can and we must not only teach morals but live up to our teachings.

I am entirely opposed to work only for altruistic ends. In fact, I have a very strong feeling about the marketable value of one's grey matter, but once having accepted the responsibility of being looked up to by a class of children in regard to intellectual matters, I think it is up to any teacher who has a sense of honour to realize the unmeasurable depths of moral responsibility, whether in school or out of it, which put the teaching profession on the level with that of the ministry.

I am aware that there is a rock on which many of our young teachers have wrecked their noble and willing efforts. We have not in the English language a single book of any value which can at at moment help one to tackle with discretion and tact the various questions of honour, morals, citizenship and patriotism which only a broad knowledge of life can teach how to handle.

In regard to academic essentials in our curriculum I feel inclined to say that the most important subject is the most poorly represented in our course of study: the English language. While we spend precious hours in teaching high school pupils the complicated lists of Latin-rooted names in botany or zoology, fifty per cent. of them hardly know how to express their thoughts clearly, concisely and accurately in their own language. I have seen at one of our provincial normal schools—and I make this statement without fear of contradiction—students coming in for a course in teaching who could not write a composition which in European schools would be asked of grade VI.

I am no spelling-book fiend. I accept the text-book

prescribed without agreeing with the lists of ridiculous words which, especially for the higher grades, may have been picked out at random from a dictionary for the sake of sheer strange spelling and obsolete usage; but I do believe,—in fact I write this with the strength of my own conviction backed up by results and experience,—that it is possible to teach the children, even without "the bogey" of too much grammar, to think, to read, to express their thoughts and give wings to their imagination in pure and perfect English.

In case I may be too severely criticized as an idealist, let me ask my readers to turn to another excellent article in the same issue of the A. T. A. magazine, that of the "Education of Henry Adams," and the invaluable suggestion and query as to the sufficiency of training we give to our pupils in developing those powers of thinking which will enable them to cope with the complexities and exigencies of modern civilized life.

I fear I have overstepped the space which may be allotted to me in these pages, but I will not close this little argument without answering Mr. Humphreys' plea for Manual Arts and his censure on "frills" by a little life story of my own. Not very long ago I had to teach some high school girls the character, habits, formation and reproduction of the earth-worm. I found that two periods were necessary to teach this part of a compulsory subject which offered little attraction to girls intelligent enough to realize that the value in life of such a subject of study was to say the least questionable. On making enquiries I found that out of the number of girls whom I was teaching not one of them could do fine sewing or darning, although some of them could work a sewing machine. But fine sewing and darning, although on the course of study, is not a compulsory subject in any grade, and is never asked as an examination test. Not one of those girls could read a clinical thermometer, much less use it; or know the meaning of pulsation. Shall I be very severely criticised by my fellow workers if I confess that my soul rebelled when I thought of all the costly efforts in teaching the grown-ups the essentials of child-welfare while we are wasting this valuable material for efficient future motherhood in studies such as that of the earth-worm anatomy?

Limitations to the Influence of the Teacher

(By J. M. HUTCHINSON, B.A., D. PAED., PRINCIPAL OF CENTRAL HIGH SCHOOL, CALGARY.)

The object of this article is to offer some explanation for the fact, accepted by teacher and layman alike, that the teacher does not exert that directive influence on the progress of the country that might be expected of a profession composed of highly educated and highly trained men and women engaged in the training of our future citizens.

The teacher functions in two fields: in the community where he teaches and in the Province as a whole.

The explanation of the limited influence exerted in the educational machinery of the State is a matter that becomes clear only after a minute analysis. The fact itself is apparent and very easily stated. As far as determining the educational system is concerned, the teacher at present is practically a nonentity. It is true that the influence of the teacher in this field should be limited. The function of education from the point of view of the State is to train children to be de-

sirable citizens when they reach maturity. Two very important questions have to be answered in order to attain this end: first, what are the qualities of the desirable citizen? and second, what is the proper training to produce these qualities? The answer to the second question is to a great extent embodied in the curriculum, but the adequacy of this answer depends on the accuracy of the answer to the first. If this tremendous importance of the curriculum is to be recognized, it is manifestly absurd to have each teacher choose his own subjects. No teacher, no group of teachers or of any other men, is able to answer either question completely. The fact that curricula have to be changed from year to year indicates that no answers satisfactory enough to be permanent have ever been given. Loyola, by bringing to bear upon the question the best intellects in Europe, attempted to draw up a permanent course of studies. This has remained fairly permanent but is totally inadequate for the needs of present-day society. If the teacher were given power over the course of

studies it would give splendid opportunities for the spreading and inculcating into society of fads and doctrines of an undesirable character. The course of studies should contain only such material as is known to produce the desirable qualities mentioned above. There is no room in a curriculum for experiments. The best that can be said of many of our subjects is that they are almost, if not entirely, harmless, as far as permanent effect goes. It is evident then, that what the teacher will teach, must be determined for him; and not by any one man, because no man clever and far-seeing as he may be, is able to answer completely the two questions.

It is the duty of our educational statesmen, or it would be their duty if we had any, to bring to the solution of these questions the organized expense and brain power of the State. And here the teacher should have a very important, though not a dominating influence. His importance in this work should be in proportion to his contribution. If this were the case he would understand better the reasons for teaching one subject and not another, for emphasizing one and minimizing another. In the presentation of his material, there is plenty of scope for individuality on his part. The individual teacher must not aspire to control the education of the school, nor the profession the system of the Province.

In our own province, as well as in the other provinces of the Dominion, Departments of Education have never organized the brain power of the State to determine what shall and what shall not be taught. In the west we copied the course of studies in Ontario, just when it was beginning to be recognized as obsolete. The reasons for the failure to determine the best possible curriculum are, first, the general lack of organization of resources in any democratic country, and second, the fact that the head of the Department in each province is a cabinet minister, selected, not because he is a great educational statesman, but for political reasons, and all his actions have a political significance, whereas they should be concerned only with education. There is also a dearth of really highly educated men from whom real leaders can be selected. These things account for the fact that in each province we have a teachers' organization striving with little success to obtain opportunities of rendering service by bringing to bear upon educational problems the organized brain power of thousands of well educated teachers.

Summing up the foregoing, we can draw the following conclusions. That the teacher can rightly influence the educational system of the province or state only in his capacity as an enlightened citizen and only to the extent of his knowledge of requirements. That ministers of education with their immediate officials and school boards decline to consider any proposal whereby teachers can take an active part in the educational policy; acting, no doubt, on the supposition that being elected by popular vote gives a man an insight that cannot otherwise be obtained. This also makes it extremely difficult for teachers to raise their organizations above the level of trade unions—a fact which seems to be the aim of the "powers that be." Another thing that the writer has tried to bring out is that the curriculum is of such overwhelming importance that the whole brain power of the State should be employed in drawing it up. And finally, that the teacher is responsible in his capacity as teacher only for the presentation of the subject matter determined for him by the methods mentioned above.

We have now to consider the teacher in the limited sphere of his own community, and here again we find

dissatisfaction both on the part of the citizen and of the teacher himself. The public expects much more from the teacher than the mere performance of the duties as prescribed in the ordinance. The teacher is, in the eyes of the public, a servant whose prescribed duties are exceedingly light, and he should therefore hold himself in readiness to assume cheerfully all other responsibilities that the parent chooses to place on his shoulders. He should do the work relating to the training of children that the parents cannot perform, without sacrificing some of the time so necessary to pleasure. The teacher must see that the children do their homework, that they behave themselves after school hours and conduct themselves with propriety on the streets. He must see that they learn the games peculiar to their age and the season of the year. Their personal tidiness and cleanliness and the acquisition of manners is taught more in the school than in the homes. Pupils must learn in school to be respectful toward their parents in their own homes. One could enumerate indefinitely. But the point is, that, since the teacher does not and cannot carry on the complete training of the child, there has sprung up an atmosphere of criticism between the teacher and his community. The parent, seeing that the child is not being properly trained claims that teachers are not conscientious in the discharge of their proper duties, and the teacher resents the attempt to force on him duties and responsibilities that belong in the home. This absence of mutual confidence and respect hinders the teacher in functioning properly in his district.

Again, the teacher feels that in the estimation of his value the public pay too much attention to reports brought home by children and do not trouble to investigate the inspector's reports. He knows that children carry only reports of incidents that do not reflect credit on himself, and that these, beginning as a child's story, carry important weight when repeated by an adult. This makes the teacher very diffident mixing freely among parents and taking that part in the social activities that he would like.

Another thing that prevents the teacher from becoming that power for good in a community which he should be, is the low salary that is begrudgingly paid for his services. Men do not like to go among others who, with less training and education, earn larger salaries. In Calgary a few years ago, the teachers were mulcted an amount sufficient to establish free medical inspection and treatment for the children of the business man whose increased profits enabled him to buy a second automobile for his wife. The low salary has produced a famine of real teachers and thereby opened the profession to those who, through inadequate training and education, are incapable of ever becoming good teachers; to those who are but children themselves and thus lack that judgment and general knowledge so essential to members of this profession; and to those who have no interest in teaching beyond earning a living until they can get a real job. The Department, by the wholesale granting of permits, has helped to create the impression that teaching is not a line of work, like brick-laying for example, that requires real skill and training. Many boards prefer teachers of the above mentioned class because they do not talk about the dignity of their calling, nor complain of low salaries, nor join Teachers' Alliances, nor do any other of such disagreeable things—neither do they teach. The good teacher knows that the status of his profession is determined largely by this class of teacher. Can it be wondered at that he becomes less enthusiastic about aspiring to leadership in his community?

THE SLAVE MIND

(By H. C. NEWLAND)

President's address before the Annual Convention of the Northern Alberta Teachers held at Edmonton on November 6th and 7th.

The topic about which I shall group my remarks may strike many of you as strange. Yet my purpose will be achieved if I can suggest a point of view useful to teachers, and for two reasons:

First, the fact that most discussions on questions of the day betray more or less personal animus, often dropping to the level of a mere quarrel,—an exhibition of prejudice rather than of argument; e.g., discussions on the liquor question.

Second, convention speakers are, as a rule, dreadfully orthodox. They seem afraid to depart from traditional dogmas and platitudes, finding it safer to adopt a tone of pure paternalism and fatherly advice.

The basis of this talk, however, is a brief consideration of some phases, not of child psychology, but of adult psychology, and in particular, of teacher psychology.

Perhaps the greatest controversy which ever occupied the minds of philosophers was that concerning the freedom of the will. This controversy began with the investigations of the Greek philosopher, Democritus, the founder of atomistic materialism, and ranged through the whole field of the history of philosophy, metaphysics, ethics, and psychology. Battle raged between empiricists and idealists, sensationists and realists, deists and theists. It subsided after the collapse of scholasticism only to begin anew after the birth of modern science in the 17th and 18th centuries. A compromise was effected by a dualistic theory of two realms: the realm of mind, and the realm of matter. The laws of science were true only in the realm of matter, while the freedom of will or spirit transcended mechanical determinism. Leibniz, brilliant mathematician and philosopher (1646-1716), formulated a theory of "Pre-established Harmony," which obviated the necessity of supposing any interaction between the two realms.

The idealists, however, were not content with dualism. They insisted on a monistic universe by interpreting reality in terms of mind alone, and, as a consequence, drew from the materialists a challenge of facts. The latter even "carried the war into Africa" by explaining the fact of consciousness itself in terms of force and motion, space and time. Thus began the so-called "psychology of introspection" of John Locke, later developed by Wundt into psychology as the "science of immediate experience." Wundt reduced the old threefold division of mental "faculties"—will, intellect, and emotion—to a twofold division of the content of consciousness, viz., "presentation" or awareness, and "feeling-tone." All experience could thus be subsumed under the formula: presentation plus feeling-tone. "Will" was treated not as an ultimate element of mind but as a psychic compound like "reason" or "imagination."

This dropping of the "faculty" of will brought forth strong efforts to defend "freedom of the will" on the part of the metaphysicians, but scientists had now ceased to range themselves on either side of the controversy. They had found a "novum organon" in the

theories of Darwin, Huxley, and Haeckel, and considered it more profitable to apply the theory of biological evolution to psychology than thresh over again the old straw of metaphysics. For after all, as William James well says, "metaphysics is largely a matter of temperament."

Psychology was thus treated as the science of the behaviour of organisms from the lowest to the highest. It became "genetic" and "phylogenetic"—the study of the psychic factor in the behaviour of races, tribes and individuals, both of men and of animals. This prime psychic factor was regarded not as thought, emotion, or will, but as "adjustment," both conscious and non-conscious or reflex, and the bulk of these investigations centred around "instincts," "stimuli" or "suggestions," and "reactions." This subject-matter has now ramified into many divisions, giving us race psychology, social psychology and sociology, crowd psychology, abnormal psychology, child psychology, and animal psychology. A recent development is the emotional psychology of Freud, Jung, and Holt, in which instinctive emotions or emotional instincts are carefully analyzed and catalogued. As a further development, a psychologic mean, the subconscious, has been put between the two extremes, the conscious, and the non-conscious. It has been found that many of the fundamental instincts and characteristics of the race persist and inhere in the subconscious mind, and the opening of this field for research has yielded a wealth of material concerning instincts and emotions. A new science of psychotherapy has developed from data furnished by studies in the subconscious and abnormal.

According to Freud's theory, the "upper" consciousness controls and "censors" the emotional complexes of the "lower" mind during the greater part of our waking moments. But if the upper control be relaxed or thrown off guard through hypnosis or suggestion, "censorship" ceases, and many curious and instructive phenomena result. Witticisms, for example, can be explained on this theory. A sudden perception of the incongruous interrupts the conscious train, and by strength of "suggestion" overpowers the "censor" and relaxes the facial muscles. Subconscious emotional complexes of an inimical type thereby find an outlet, giving piquancy and pungency to the witticism. Petty spites and dislikes, "schadenfreude" or the joy of beholding discomfiture, and the wicked impulse to reveal the truth when the rare and unexpected opportunity arises, all contribute to that element of "diablerie" which is present in every witticism. It is always "suppressed" wishes which find an outlet in jests,—such wishes, that is to say, as by our social conventions must be consciously suppressed. Like Aeolus guarding the unruly winds imprisoned in the mountain cave, the "censor" must keep down the unsocial wishes. But occasionally he relaxes his vigilance with the result, as the proverb has it, that "many a true word is spoken in jest."

From the foregoing remarks one can see that the problem of the freedom of the will seems for the modern psychologist to be merged in the problem of the freedom and emancipation of the mind itself. Emotions play so large a part in our life, and influence

our conscious behaviour to so great an extent that our intellect as well as our will seems enslaved. *Gustave Le Bon puts the matter thus: "The conscious life of the mind is of small importance in comparison with its unconscious life. The most subtle analyst, the most acute observer, is scarcely successful in discovering more than a very small number of the unconscious motives that determine his conduct. Our conscious acts are the outcome of an unconscious substratum created in the mind in the main by hereditary influences. This substratum consists of the innumerable common characteristics handed down from generation to generation, which constitute the genius of a race. Behind the avowed causes of our acts there undoubtedly lie secret causes that we do not avow, but behind these secret causes there are many others more secret still which we ourselves ignore. The greater part of our daily actions are the result of hidden motives which escape our observation."

Furthermore, we must add the fact that the thought processes such as analysis, abstraction, and synthetic judgment, have developed late in the history of the race, and are therefore difficult, and occasion great fatigue. Hence play gives relaxation and rest because it is a reversion to hereditary instincts and habits which lie buried in the subconscious mind. Logical or strict thinking, and the sifting and arrangement of facts are probably the things most difficult for human beings to do. This we realize to some extent when we say that men are ruled by prejudices or by instincts—not by logic; that no man can be a judge in his own case; or that interest disqualifies the judgment of a friend, partisan, or relative.

Such, in general, is the slavery of mind. We should now observe that those primary instincts and emotions which dominate the mental life of an individual are at the same time to be seen in "emotional waves" which sweep across nations, communities, and societies. And with the emotionalism which has run riot during the war and after there arises the phenomenon of "propaganda."

Propaganda is neither education on the one hand nor advertising on the other. It has been called "capitalized prejudices." It rests upon emotional valences or premises which may be transferred by certain mechanisms, by radiation, or by contagion.

Transfer by mechanism is usually effected by association or by establishing the relation of cause and effect. For example in a well-known psychopathic case (Breuer's case), a young woman showed marked signs of hysteria whenever a drink was offered her in a glass—but not when offered in a cup. Investigation revealed the fact that the young woman had a violent antipathy to cats, and that she had once seen a cat drinking milk from a glass. Thus, by the mechanism of the glass and the drink an emotional transfer has been effected through association. Had this transfer been prearranged by some one who, knowing of the young woman's antipathy to cats, wished to make use of it for his own purposes, the case would become a simple illustration of the fundamental process of propaganda. Similarly, an emotion may radiate from one idea to another without any intervening mechanism, or may spread by contagion from one individual to others in a crowd or group. Group tendencies may be exploited by propaganda quite as readily as the tendencies of individuals—in fact, any and all emotions racial,

social, and individual. Self-preservation, patriotism, and loyalty are some of the emotional valences most commonly used by the propagandist, but any shibboleth or catchword with however slight an emotional content will serve as a motif of propaganda.

This present day vogue of propaganda makes it necessary that every "movement" should be given an initial fillip by means of a "campaign." There is small chance of success without the powerful aid of propaganda. Hence the need for teachers' organizations, if teachers are to raise themselves to their rightful position in society. Teachers' organizations can do for teachers what individual teachers can never do for themselves. Teachers, therefore, might very well give more attention to the psychology of public opinion and propaganda, and to the psychology of their own profession, even to the extent of paying less attention to child psychology. For this statement we might assign three reasons. First, teachers are in a difficult position because they are exposed to the blast of every new propaganda; without the stabilizing anchorage of a strong organization they are blown about hither and thither as individuals, never becoming sufficiently "class conscious" to see what their position really is. And to this may be added the fact that they are commonly looked upon as public servants in a state-administered educational system, having no right of protective organization. And being truly *dominies* at the mercy of *dominors*, they become in effect state slaves. In this connection one should read a recent article in McLean's Magazine entitled: "From Dominie to Dominance." The thumb-nail sketch of many a political, financial, or industrial magnate informs us that the great man was once a newsboy, or a bootblack, or even a school-teacher. (The "censor" is caught off his guard here.)

In the second place, psychology shows teachers that the cumulative effect of persistent "suggestion" issuing from their official masters must inevitably entail mental case-hardening, that fatal flaw in all Prussian efficiency. And in a less degree the same thing is true of suggestions, whether by subtle propaganda or otherwise, originating from sources extraneous to the teaching body.

Finally, the psychology of groups and crowds shows teachers why "public opinion," so-called, is unstable and volatile. The law of the mental unity of a psychological crowd nullifies to a great extent the differences in intelligence of the individuals who compose the crowd, and renders the crowd homogeneous by lowering its mentality to the subconscious plane. A straight forward and logical statement to the public of the teachers' case is, therefore, always disappointing in its results. Logic has always been on the side of higher salaries and a better status for teachers, but logic alone is not enough. It must be reinforced by emotional publicity and propaganda. For example, it has been said since time immemorial that teaching is a profession. Yet the public does not yet think so—if it does, why the need for salary campaigns? Indeed, on a basis of the psychology of propaganda, the following rules have been laid down for the conduct of a successful salary campaign:

1. Do not appeal by direct argument. School Board members are deaf to argument, and are likely to answer that teachers enter their profession with their eyes open. If they don't like the conditions let them give teaching a wide berth.

2. Do not refer to the benefit to teachers of better salaries: show rather the benefit to the public. Con-

*The Crowd: a study of the Popular Mind. In this passage Le Bon means by "unconscious" what is commonly meant by "subconscious."

vince the public that it will receive more for the same price, or be otherwise advantaged.

As much as possible get other organizations to do the work. Teachers themselves should keep in the back-ground.

These precepts are, no doubt, to a degree ironical. Yet their irony is more apparent than real; for there is an emotional premise involved,—that concerning the prestige of the other great professions. If this prestige can be transferred in the minds of teachers to their own vocation their heightened self-satisfaction may serve "in lieu of coin of the realm;" and one suspects that this is the origin of the common notion that it is "unprofessional" for teachers to "agitate" for higher "salaries."

Another subtle nepenthe distilled for teachers by the propagandist is loose talk about "leadership." Now leadership has a psychology which is based on "prestige." The leader must be a hero or superman whose power and achievements transcend criticism and the desire to measure or compare. When teachers, therefore, are spoken of as "leaders" there is an emotional appeal which does not square with the facts of their status. For no salary campaigns would be needed to help the teacher with prestige. If he had half as much personality, ability, and scholarship as we have always heard that he should have, this teacher would be no longer a "dominie," but would have climbed into dominance on a salary of \$15,000 a year.

Other emotional values might be mentioned which have often been exploited in the teacher; for examples, the "duty of patriotism," and the "nobility of self-sacrifice." Here there seems to be an underlying idea that some are born to the duty of self-sacrifice for social ends, whilst others are destined for individualistic careers. Let him "unload" on the teachers the duty of self-sacrifice for the cause of education and the man of brains and personality is free to make a name and fortune for himself in the "real world."

Finally, one might note that even the term, "efficiency," is often used in regard to teachers in a way strongly suggestive of propaganda against them. The fact is that teachers in the way of their profession are quite as efficient as doctors or lawyers. Why, then, are the public greatly concerned about efficiency only during a teachers' salary campaign? The obvious inference is that the public considers that teachers are paid enough for what they do. If they are to be paid more they must do more. And yet 1920 automobiles are not twice as good as those of the vintage of 1914 which cost half as much. Let the work of teaching receive a reward and recognition commensurate with its worth to the community and to the state: there will then be no difficulty about efficiency.

(It was intended that the following should appear in the last issue of the A. T. A. Magazine).

The Provincial Executive experienced many difficulties in framing the new salary schedule. The necessity for immediate action before prices fall, the standard set by the Canadian Federation of Teachers: "Double the 1914 salary," the apparent conflict of interests between High School Teachers and Public School Teachers, considerations of what is reasonable and what is practicable—all these factors complicated the question, and had each a direct bearing on the final result.

There are some who think that a new schedule is unnecessary in view of the increases of last year. They forget, however that these increases were in no case more than 25 per cent. over the 1914 wage,—in the case of High School Teachers only about 16 per cent. Besides, there were in Edmonton and elsewhere 10 per cent and 15 per cent cuts during the first three years of the war. For the period 1914-1920, therefore, many High School Teachers find themselves in no better position than they would be had they received the 1914 salary throughout this period,—to say nothing of the depreciation of the 1914 dollar.

It must be further remembered that the Public School Teachers received the greater benefit from the schedule of last year, and since it is wrong, both tactically and in principle for one section of our teachers to oppose the legitimate aspirations of another section, it is clearly the present duty of all sections to work together for "the greatest good to the greatest number." The help of all must be given this year to those in the higher positions; and such a course is amply justified on the facts. The present High School schedule does not attract enough duly qualified High School Teachers to fill the positions. For example, the Edmonton Board this term engaged a commercial specialist from Vancouver at a salary \$400.00 above the High School minimum, there being no properly qualified applicants at a lower figure.

Prolonged, earnest and involved discussion took place previous to the present amended schedule being finally decided upon—discussion which was largely based upon recommendations from Local Alliances embodied in writing, or suggestions presented in person by authorized representatives present with us at the long drawn out executive meetings. The pros and cons of the provisions for the different sections have therefore been very thoroughly considered and carefully weighed. Moreover the Executive had before them scores of documents signed by leading business and professional men of the Province, in which these leaders definitely stated their opinions as to what remuneration they considered adequate to attract to and retain within, the profession those of high qualification and experience. These documents are open for inspection and it will be found that our amended schedule quotes figures which are below the average—very considerably below in many cases—of the amounts suggested by these well known public men. The Executive begs that these facts be borne in mind when the schedule is under discussion. We would suggest that no cardinal charges be pressed for, and we trust that we may be pardoned for suggesting that no other body in the Province could have so much material at their disposal nor so many facilities afforded for enabling them appreciate the aspirations of the different sections.

It is possible that some details may have been overlooked and the Executive will gladly welcome suggestions which would tend towards making the amended schedule more thorough and comprehensive. But drastic amendments will render abortive our honest efforts to compromise at every point and consequently entail the reopening of the question again and again inevitably drawing the A. T. A. into a cul-de-sac of futile debate.

Officers of Locals should immediately call a special meeting adopting or rejecting the present schedule, and the results of their meeting should be stated on the form sent out to Locals. All returns must be in the hands of the Secretary-Treasurer not later than December 15.

Alberta Teachers' Alliance

Salary Schedule Effective January 1st, 1920.

PUBLIC SCHOOLS.

Grade Teachers.

A minimum of \$1,200, maximum \$2,400, yearly increment \$100.

Fractional part of a year figured on the principle of 10 months counting as one year. Allowance for special qualifications. A teacher having a higher certificate than a Second Class or other special qualifications useful in his (or her) work shall be given recognition.

A teacher who attains special qualifications bearing upon her work during her term of service shall be granted immediate financial recognition.

Principals.

Class A—Schools—Public schools in Calgary and Edmonton. Schools of 8 rooms and rooms fewer than 15.

Graduates—minimum \$3,000, maximum \$4,000, yearly increment \$150.

Non-graduates—minimum \$2,700, maximum \$4,500, yearly increment \$150.

In schools containing 15 rooms and over the maximum shall be \$4,500.

Class B—Schools other than in Edmonton and Calgary. (8 rooms and fewer than 15 rooms)

Graduates—minimum \$2,750, maximum \$3,750, yearly increment \$125.

Non-graduates—minimum \$2,500, maximum \$3,750, yearly increment \$125.

Schools containing 15 rooms and over the maximum shall be \$4,000.

Schools with fewer rooms than eight.

1 room—grade teacher's salary plus \$100.

2 rooms—grade teacher's salary plus \$175.

3 rooms—grade teacher's salary plus \$250.

4 and under 8—same salary as second Vice-Principal.

N.B.—Schools of eight rooms and under twelve shall have a First Vice-Principal.

Schools of twelve rooms and over shall have a Second Vice-Principal.

Vice-Principals.

Class A—Schools in Calgary and Edmonton.

1st Vice-Principals, minimum \$2,000, maximum \$3,000.

2nd Vice-Principals, minimum \$1,800, maximum \$2,800.

Class B—Schools other than in Edmonton and Calgary.

1st Vice-Principal, minimum \$1,800, maximum \$2,800.

2nd Vice-Principal, minimum \$1,600, maximum \$2,600.

Yearly increment \$100 in each case.

Supervisors in Public Schools, same as High School Assistants.

Manual Training Teachers in Public Schools.

(Teachers with at least Normal training and four years special training.)

Minimum \$2,000, maximum \$3,500. Yearly increment \$100.

Household Arts Teachers in Public Schools.

(Teachers with at least First Class Normal standing and two years special training.)

Minimum \$2,000, maximum \$3,000. Yearly increment \$100.

HIGH SCHOOLS.

Assistants.

Class A—Schools in Calgary and Edmonton, (Academic, Commercial and Heads of Departments in Technical High Schools).

Minimum \$3,000 for teachers of two years' High School experience; maximum \$4,500. Yearly increment \$150.

For university graduates without experience the minimum shall be \$2,700.

Class B—Other schools, 7 rooms or over.

Minimum \$2,500, maximum \$3,750. Yearly increment \$125.

Class C—Schools with fewer than 7 rooms and more than 3.

Minimum \$2,250, maximum \$2,750. Yearly increment \$100.

Class D—Schools with fewer than 4 rooms.

Minimum \$2,000, maximum \$2,500. Yearly increment \$100.

Household Arts teachers, and Manual Training teachers in High Schools same as for High School Assistants, provided however that such teachers have specialized training equivalent to that of a University academic degree training, and also Normal School training.

Junior High Schools—\$200 less than Assistants in Class A High Schools.

Principals.

Class A—Minimum \$4,500, maximum \$5,500. Yearly increase \$200.

Class B—Minimum \$3,750, maximum \$4,750. Yearly increase \$200.

Class C—Minimum \$2,750, maximum \$3,500. Yearly increase \$150.

Class D—Minimum \$2,500, maximum \$3,000. Yearly increase \$100.

Continuation Schools.

Schools containing one or more rooms doing High School work and also a number of Public School rooms.

Principals—\$2,000 to \$2,800. Yearly increment \$100.

In addition to the foregoing the Principal shall receive \$100 for supervision of each additional room up to 3 additional rooms and \$50 for the supervision of each additional room above 3 additional rooms.

Assistants—Same as for Assistants in Class D High Schools.

Allowance for past experience under other Boards:

2 years and under 4 . . . 1 year's standing

4 years and under 6 . . . 2 years standing

6 years and over 3 years standing

ON GUARD

(By H. L. MANZER, WARNER, ALBERTA.)

Now that the long-awaited decline in certain commodities has at length commenced in some sections of Canada and the United States, and hence the economic aspect of the teaching profession has begun to assume a little brighter hue we need not be surprised to hear the "Down with the Teachers' Salary" slogan rend the air at almost any moment. This is certain, unless human nature and public sentiment have undergone a revolutionary change, and have come forth better, broader, more intelligent than of yore, within the last year. For, unquestionably, those who were the last to consent to raising the salaries—and only did so, they said, because of the "H. C. L."—will undoubtedly be the first to advise cutting them now that the "H. C. L." is taking a slump.

The very air is vibrant with the piping voice of the "Two-by-Four"—spirited man who will rise in public places to declaim against a continuation of the present well merited and hard fought for schedule of salaries, by some such selfish, unjust and spurious statements as these: "We can't afford to pay the teachers them big salaries now. They ain't worth it. A teacher ain't got no capital invested, so it seems like he should work for a smaller wage than most of us makes." Very well then, let us look into these statements, so often heard and so often yet to be heard in the forum to find out, if possible, whether or not they are true.

To the first we would say that the public can and will pay any price for a commodity providing only it is convinced that said commodity is a necessary one. Was there a farmer who allowed his grain to remain uncut this season because the price of binders had advanced two hundred per cent. since 1914? Have people ceased to read newspapers because the price has soared within the last year?

Now the second statement wherein the merit of the teacher was impeached by our imaginary, yet real demagogue requires no refutation. Its falseness is apparent to every one.

But the third and last statement is deserving of a fuller and more careful treatment than the others, because it is apt to be considered seriously by many, even fair and broadminded, persons for the simple reason that they have not looked at it in its proper light. "A teacher has no capital invested!" We shall see. Take the university graduates teaching today. The average one commences at a salary of approximately \$2,000, with annual increases of \$150, providing he is fortunate enough to remain in the employment of the same board for more than the year. Let us see what he has invested.

It requires eight years' study and training on his part from the time he leaves public school to fit him for his work; three years in High School, four years in the University, and one year in Normal School. If we please the cost per year at the moderate figure of \$500, and reckon what these successive \$500 annual payments all amount to at the end of eight years at 8 per cent., compound interest, we find it is approximately \$5,700. Therefore, this amount is his investment, or in other words, what he must pay out before he can enter this particular business (?) of teaching. Against this \$5,700 investment he makes the

first year \$2,000. Now were he to go out and moil in a ditch, or mine, with no other equipment capital or training, he could earn what any alien bohunk working for \$6.50 per day earns in a year of three hundred working days; viz., \$1,850. Therefore we must accept the difference between this sum, \$1,850, and his professional salary of \$2,000, viz., \$150, as the gain on his investment of \$5,700. It works out to 2.6 per cent. gain—less than the Savings Bank rate. The teacher has made a very brilliant investment, hasn't he, Mr. Demagogue? Is that all you ask on your investment?

Now then, in order that the teacher may really make his 8 per cent gain on the investment, his salary should embody that of the foreigner's (\$1,850) plus 8 per cent. of the \$5,700, which brings it up to \$2,306 for the first year. Thus we see that the teacher commences at an annual salary \$300 less than it should be, and even reckoning in the annual increments two years must elapse before he is earning his rightful 8 per cent. interest.

With the teacher who is not a graduate the case is teaching after three years' High School and one year Normal, computed in the same manner as the other, is \$2,400. He makes \$1,200 (many make less). Balancing this against the \$1,850 wages of the foreigner we find that he is \$650 short, or reckoned on his capital of \$2,400, he has lost 27 per cent. In order to make his 8 per cent. gain he would have to command at the beginning a salary of approximately \$2,040.

Now are not the revelations of a few figures appalling? Nevertheless they are accurate in the main and readily give us the answer to the old query: "Why do not more men remain in the teaching profession?"

A male teacher is a human being, and therefore entitled to those small privileges and comforts that the average mortal enjoys. It used to be the farmer who was hailed as the down-trodden, as the scape-goat for all the craftiness and skull-duggery of the other trades and professions. Now, however, Mr. "Reuben," is enjoying an era of well-earned prosperity. He has his comfortable home, his car, his trip to California, his race-horse, his billiards and cigars; but Mr. Pedagogue has none of these. Of course, he, being just a teacher, is not supposed to have or desire such worldly pleasures. He should be well content with a crust for his stomach and a pallet for his head, provided only his mind be enriched with the choicest gems of thought and his efforts to hoist the coming generations into their chariots of successful citizenship, which will eventually grind his humble carcass into the dust, be crowned with success. He should enjoy home, a car, and travel, if we are to expect the best from him in his sphere of action. Yet he, at present, would have to body all the courage of Vimy Ridge and the optimism of a Micawber before he would embark upon the domestic sea in a cockle shell of \$2,000 a year.

It is time this state of social abuse be brought to a speedy end. By allowing it to continue the public places a premium upon ignorance and illiteracy; sets up an impossible barrier in the pathway of the teacher's further education and intellectual expansion, and raises the selfish foreigner and the common laborer—"hard-

handed men who never labored in their minds"—on an economic plane above that of the self-sacrificing and high-idealized teacher, who is the strongest sinew in our national existence, civilization and progress.

Now public sentiment is a sluggish thing. If we wait for it to shape anew our destinies, many of us will lie in forgotten graves ere it has come to the rescue, "God helps those who help themselves." Let this be our motto, to incite us to lead, coax, coerce or club public sentiment into an early acceptance of our viewpoint. Two methods are open to us. The first we shall not mention here; the time is not ripe, the mind not fertile for it. The second we are trying now. It has as its basic principle, "all changes are by slow degrees to fullness wrought." It is the method of argument, publicity, literature. It is a good method. Since its inception, a few years ago only, it has brought forth fruit sixty-fold. But we want fruit an hundred-fold. Therefore let us not lean upon our spears and doze, with the comforting thought that we have fought a good fight since enemy is in full retreat. This enemy of ours is stubborn and persistent; he will, "about turn," and apply himself again to the attack just so soon as we call the slightest halt in our pursuit. Therefore, teachers, to a man shoulder arms! This is our time of greatest danger. Meet it by more vigilance, renewed energy, greater effort. Talk in public places on teachers rights; then after you have talked go back and talk some more. Write letters to the press, educate your own school boards, bring stray teachers into the fold of the A. T. A. in short, use every honest means at your command to bring at length this laggard, public opinion, to the point where it will acknowledge and concede us those terms which are ours not only by right of arms but by right of merit and in justice.

SECRETARY'S REPORT OF THE NORTHERN ALBERTA TEACHERS' ASSOCIATION

(BY J. PERCY PAGE, B.A., PRINCIPAL OF THE McDougall High School, Edmonton.)

The twenty-third annual convention of the Northern Alberta Teachers' Association was held in Edmonton on Thursday and Friday, November 4th and 5th. There were nearly 700 teachers in attendance, about 300 coming from outside points. Owing to the difficulty of accommodating this large number, especially in the special sessions, the executive wisely decided to hold the convention in the First Presbyterian Church. The evening session was held in Convocation Hall, which was kindly given over to the teachers by the university authorities, and the special sessions in various central school buildings.

The principal speaker at the convention was Professor Malcolm Wallace, of the Department of English, University of Toronto. This was the first occasion on which the executive has gone so far afield for a speaker, and it seems safe to say that the experiment met with the hearty approval of the entire convention. Professor Wallace has the happy faculty of putting his audience into an appreciative state of mind at the outset and the additional, though often rarer, faculty of keeping them in that state throughout the course of

his address. He is a man of charming personality, and his speech has that degree of polish which one likes to associate with a leader in the profession. Dr. Wallace is sure of a hearty welcome in Edmonton if at any future time he finds that he is able to pay us a visit.

Several of the other addresses were deserving of more attention than can be given in this short article. That of the president, H. C. Newland, on "The Slave Mind," undoubtedly gave the teachers something to think over during the coming year. Miss Dickie, Miss Burnett and G. P. McNally all gave excellent papers, that by Mr. McNally, and the around table discussion which followed it on "The High School Curriculum," being productive of some very interesting comment on the part of a great many teachers. Certain it is that, so far as the high school teachers are concerned at any rate, the present course of studies is af far removed from the ideal as one pole from the other.

Two other addresses worthy of special mention were those of J. D. Hunt, Clerk of the Executive Council, on "The Ideal of Education," and James McCain, Provincial Publicity Commissioner, on "A Study of Rural School Courses." Both these gentlemen are experts in their particular fields, and each had given a great deal of time to the preparation of their addresses. Both addresses were given, were more than usually well pleased with the executive's action in providing for such interesting and helpful talks.

A new feature in the conduct of the convention's business was the election of officers by ballot. Unfortunately, a great many rural teachers were unacquainted with the various nominees and did not avail themselves of the privilege of voting; however, there were approximately 350 votes cast and if one might judge from comments during the convention, the new scheme meets with considerable favor. The following officers, in addition to the chairman of each section, will constitute the executive for the coming year: Hon. President, Inspector J. A. Fife; President, H. L. Humphreys; First Vice-President, R. W. Hedley; Second Vice-President, Miss Jean McClellan; Third Vice-President, Miss Kate Chegwin; Secretary-Treasurer, J. P. Page.

THE A. T. A. AT THE CHINOOK-HANNA CONVENTION.

The teachers of the Chinook-Hanna Inspectorates held a very successful convention at Hanna on October 20th, and 21st.

Incidentally the A. T. A. was represented by J. W. Barnett. During the morning session of the first day, Mr. Barnett addressed the teachers on the work and aims of the Alliance, pointing out that the Alliance stood for co-operation, fair play and greater efficiency. Keen interest was shown by the teachers present, and after Mr. Barnett's remarks, and later during the convention, all the qualified teachers with few exceptions joined the Alliance.

The A. T. A. is not strong in this part of the province, largely because of the great number of permit teachers. However the future looks bright for a 100 per cent. membership.

THE NEED FOR TEACHERS

(Dr. W. A. McINTYRE.)

It has been pointed out that the greatest factor in securing moral and spiritual results in the school is the personality of the teacher. How are teachers of the right type to be secured, and what constitutes teachers of the right type?

It is quite evident that teaching ability depends upon natural inclination, early association, opportunity for education and technical training. It is not everyone who can qualify for the work. Some by nature or early training have something in temper, voice, manner or disposition which forever unfits them to direct the activities of others. Some lack schooling. Intellectually they are pygmies. Not being able to see, they cannot teach others to see. Some lack training in the art of leadership. They know the truth but cannot tell others or lead others to find truth for themselves. They behave correctly, but cause misbehaviour among those entrusted to them. Teaching is such a difficult work that it calls for excellence of the highest kind. She who fails in one respect very often fails altogether.

The teacher who would succeed in securing moral and spiritual fervor, or passion for humanity she will fail to influence the lives committed to her charge. She must so live and act that her presence in the school will naturally incline her pupils to seek the true, the beautiful, the good.

It is one thing to know what type of teachers we should have; it is another thing to secure them. Often those with natural talent are persuaded by unwise parents to seek another and less honorable calling. Some are unable to escape from the tyranny of early habits of speech and manner, and are therefore forever disqualified. Others cannot afford to go to school, and nearly all are unable to get the technical training they should have, because full provision is not made by the State. Normal training in Canada is altogether inadequate.

But even though all these difficulties were overcome there is another that has to be met. There is no financial inducement to young people to enter the profession. Men with "natural spunk" will keep out of it, and it is probably true that most of the girls who begin the work do not intend to serve for more than a brief period. The average length of service is said to be less than three years.

There is only one solution to the problem. Teaching must be made a bigger, better business. There must be a bid for the best talent in the State. Children of the right type must be persuaded to enter the service and parents must be taught that it is service of the highest kind. The State must pay liberally to give them education and professional propaganda.

With proper encouragement there are hundreds of capable young people with right home training and broad and hopeful outlook, who can be called into service. These can be trained in schools that emphasize the importance of moral character and attractive personality.—Medicine Hat News.

HOW MUCH DO WE WEIGH?

We are told that each city or town has distinguished characteristics which define its individuality as a community. If this is true what would you say are those of Medicine Hat? It would be interesting to have expressions of opinion on this matter from some of those trans-Canada tourists who look us over as communities, comparing one with the other and forming judgments respecting individual differences.

* * *

While we wait information to satisfy our curiosity on this point it might do no harm to review those outstanding qualities of character that are common to Canadian centres of population. Probably the most noticeable is the tendency toward a reckless indulgence. The desire for the easy, down-stream course is allowed to run wild and wide without restraint from reason or limitations of any kind. "Equal opportunity for all" instead of pointing the way to true liberty is mis-interpreted to indicate the open door to indulgence in luxuries regardless of ability to pay. Success in life is rated in terms of ability to spend; greatness is measured with respect to accretions from without rather than according to growth from within.

There is, moreover, a shameful lack of gratitude for the heritage received from the past, a foolish prodigality of energy and talent and an absence of consideration for the rights of those who have to "carry on" later with what the present generation transmits to them. There is a general preference to do life's business without any stock-taking, without striking balances. Much coming and going, much talk, much showing of goods is mistaken for real business. Today we lack the "siller" in the till and the credit in the bank,—as communities we have not what we should have out of our life; we lack substantial character.

* * *

What has all this to do with education, and educators, parents and teachers? Very much. It is our concern how life's business is run by those in charge, for we are trustees of those who must take it over. It is our duty to establish basic principles of conduct, to define the full citizenship, to maintain the right standards. If we fall in with the present-day tendency toward drift, downstream sailing and oversight of fundamental principles the war has been won in vain.

* * *

"The times are out of joint;—O cursed spite,
That ever I was born to set them right!"

is not the philosophy for the educators of to-day. The teacher molds character—character of the individual, of the community and of the nation, and there never was a time when character was more in demand,—strength of individuality as a compound of good disposition, high ideals and worthy deeds. Let us hold fast to traditional ideals of culture, character and superior work and not be tempted by inferior standards of efficiency on the dollar-and-cents basis, of utilitarian aims in education, or hurry-to-get-rich-quickly methods. And it is high time, too, that the parents were getting behind the teachers in the struggle against the tendencies of the times that are corrupting our young.—W. E. H. in Medicine Hat News.

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Provincial Treasurer

W. V. NEWSON
Deputy Provincial Treasurer

PARLIAMENT BUILDINGS, EDMONTON, ALBERTA.



NEW WINNIPEG SALARY SCHEDULE

(This Schedule came into operation on January, 1st)

HIGH SCHOOL

	Minimum	Annual Increase	Maximum
Principals of High Schools	\$4,000	\$200	\$5,000
Men Assistants (Academic)			
Probationary schedule for these with less than two years' High School experience or its equivalent:			
1st year at the rate of \$2,200 per annum			
2nd year at the rate of \$2,300 per annum			
Schedule	2,400	100	3,400
Women Assistants (Academic)			
Probationary Schedule for these with less than two years' High School experience or its equivalent:			
1st year at the rate of \$1,600 per annum			
2nd year at the rate of \$1,700 per annum			
Schedule	1,800	100	2,800
Instructors in Manual and Mechanical Arts	2,100	100	3,000
Instructors in Domestic Science, Household Arts and Physical Culture for Girls	Same as Academic		

JUNIOR HIGH SCHOOLS

Principals of Junior High School	3,600	100	4,000										
Probationary Schedule for those with less than two years' teaching ex-													
Women Assistants:													
periences:													
1st 5 months at the rate of \$1,300 per annum	3rd 5 months at the rate of \$1,400 per annum												
2nd 5 months at the rate of \$1,350 per annum	4th 5 months at the rate of \$1,450 per annum												
1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	13th	14th
year	year	year	year	year	year	year	year	year	year	year	year	year	year
\$1,500	\$1,550	\$1,600	\$1,650	\$1,700	\$1,750	\$1,800	\$1,850	\$1,900	\$1,950	\$2,000	\$2,050	\$2,100	\$2,200
NOTE.—When teachers are transferred to Junior High Schools from the grades, all former teaching experience in the Winnipeg Schools shall be considered in estimating their position on the Junior High School Salary Schedule.													

ELEMENTARY SCHOOLS

Men Principals—Schools 10-15 rooms	\$2,400	\$100	\$3,400
Men Principals—Schools, 16 rooms and upwards, maximum in foregoing schedule has been attained	3,500	100	3,800
Women Principals	2,000	100	2,800
Manual Training Instructors (Men)	1,700	100	2,500
Instructors in Home Economics:			
Probationary Schedule for those with less than two years' teaching experience:			
1st 5 months at the rate of \$1,000 per annum			
2nd 5 months at the rate of \$1,050 per annum			
3rd 5 months at the rate of \$1,100 per annum			
4th 5 months at the rate of \$1,150 per annum			
Schedule	1,200	50	2,000
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Grades													
1 to 4—	\$1,200	\$1,250	\$1,300	\$1,350	\$1,400	\$1,450	\$1,500	\$1,550	\$1,600	\$1,650	\$1,700	\$1,750	\$1,800
5—	1,250	1,300	1,350	1,400	1,450	1,500	1,550	1,600	1,650	1,700	1,750	1,800	1,850
6—	1,300	1,350	1,400	1,450	1,500	1,550	1,600	1,650	1,700	1,750	1,800	1,850	1,900
7—	1,350	1,400	1,450	1,500	1,550	1,600	1,650	1,700	1,750	1,800	1,850	1,900	1,950
8—	1,400	1,450	1,500	1,550	1,600	1,650	1,700	1,750	1,800	1,850	1,900	1,950	2,000

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A SALARY CAMPAIGN

The Lockwood Donohue Bill, now chapter 680 of the laws of 1920 of the State of New York, appropriates \$20,500,000 for the purpose of increasing the salaries of teachers in the State. "It is without doubt the most important and significant act in the recent educational history of the State" says Dr. John H. Finley, State Superintendent of Education. "It is the first emphatic recognition of the State responsibility for the maintenance of schools, wherein (to use the language of the State constitution) all the children of the State may be educated. This act gives not only substantial relief, help and encouragement to the teacher, but also moral support and a new dignity to the profession of teaching.

The chief provisions of the bill are minimum salaries for public school teachers in rural schools of \$800, and in towns and cities of \$1,000, or \$1,100, or even higher in the larger cities. In Buffalo and Rochester \$400 must be added to the salaries paid on March 1st, 1920. The new schedules go into effect on August, 1920. Except in rural schools, there must be eight annual increases to the minimum. There are many details in the bill, but the general effect is to place the teachers of New York in decidedly better circumstances. To enable the municipalities to meet the increased salary schedules, the State appropriates \$20,500,000.

Two other bills of importance were passed, the Sage Bill, chapter 499, providing for re-classification of the salary schedule for Normal Schools and other teacher-training institutions, and the Lockwood-McGinnies Bill, chapter 503, providing an excellent superannuation system, one of the best on the continent. An important amendment to chapter 155 permits a college graduate to teach in elementary schools, and this is expected to assist materially in relieving the teacher shortage.

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the numerous activities necessary to secure the passage of the Lockwood-Donohue Bill. The following are some of the measures taken: the endorsement of organized labor throughout the State and a flood of letters to the members of the Legislature from labor organizations and their members, as well as the assistance of the chief labor officials in the lobby at Albany; formation of parents' associations in connection with the schools and a better campaign from their members to the Legislature; canvass by committees of parents and teachers of the legislators in their homes; addresses before labor unions, rotary clubs, social clubs, church organizations, community councils and other organizations, and thousands of circular letters sent to these organizations; great spectacular mass meetings; a persistent lobby at Albany during the session, in which practically every member of the Legislature was canvassed; the preparation of publicity literature, full data as to teachers' salaries, cost of living, earnings in other occupations, etc., and the spreading of this literature broadcast; editorial support; moving picture publicity; placards and posters. Upon certain pivotal legislators there poured a continual flood of letters, telegrams, petitions, requests and even orders, to support the bill. In spite of the opposition of Mayor Hylan of New York City and other leading city officials, the bill passed the Senate by a vote of 50 to 1, and the Assembly without either debate or opposition.

The success of the campaign as well as that of the Toronto campaign and the campaign resulting in the Burnham scale in England, proves that union and com-

plete organization are absolutely necessary. Only in comprehensive and thoroughly united action can teachers hope for any real improvement for the profession. Anything that tends to divide teachers into more or less exclusive groups, working independently, is hostile to the teachers' best interests, not only financially but professionally. The movements in Canada for Provincial and Dominion-wide united action are fraught with great possibilities.—Toronto Globe.

MORE PUBLICITY

Mr. Frank Cody, Superintendent of the Detroit Schools, recently stated that a Superintendent could well afford to spend three-fourths of his time with the public telling them about the schools. This seems an extreme statement, but the Association of Michigan School Superintendents and School Board members to whom he was speaking followed his address with this resolution: "Resolved that this Association believes most thoroughly and endorses unqualifiedly the plan for 'Publicity in School Affairs' as outlined by Supt. Frank Cody of Detroit."

This is very significant of the newer attitude of school boards and officials. There used to be a disposition to consider publicity as *infra dig.*, or to treat the School Board as a close corporation. That is passing. Our schools need millions of money in the next decade; that money can come only from the people; the people have it, and they will spend it freely on education, if they can

be made to understand. Trustees and teachers can co-operative.

The dawn of a greater day for education is surely with us. The school is touching life on many sides, and its enriched program is doing a great deal for both pupil and teacher. No one can be in contact with the educational currents of the day and not be impelled to higher activity. The general public are more and more impressed with the possibilities of the school, not only for its class-room work, but also in its many auxiliary activities, and consequently is increasingly generous in financial support. It is one of the great duties of the teacher to maintain and develop such a publicity campaign as will inform and convince the public of the many educational possibilities and the consequent needs. An enlightened public opinion is the only source of the many additional millions necessary for future educational developments.

If you have not paid your fees for the year, tear out this form and send it either to your Local Secretary or to the General Sec.-Treasurer. If you know a non-member who would be likely to join, tear out and mail.

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I hereby make application for membership in the above Corporation. I hold a _____ Certificate, recognized by the Department of Education of the Province of Alberta, and I have taught in the _____ School District No. _____, in the Province of _____ during the preceding twelve months, from _____ to _____.

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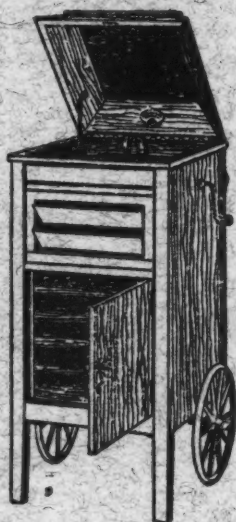
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